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Thematic Grade Two

Module 1B: My World



Learning
Technologies
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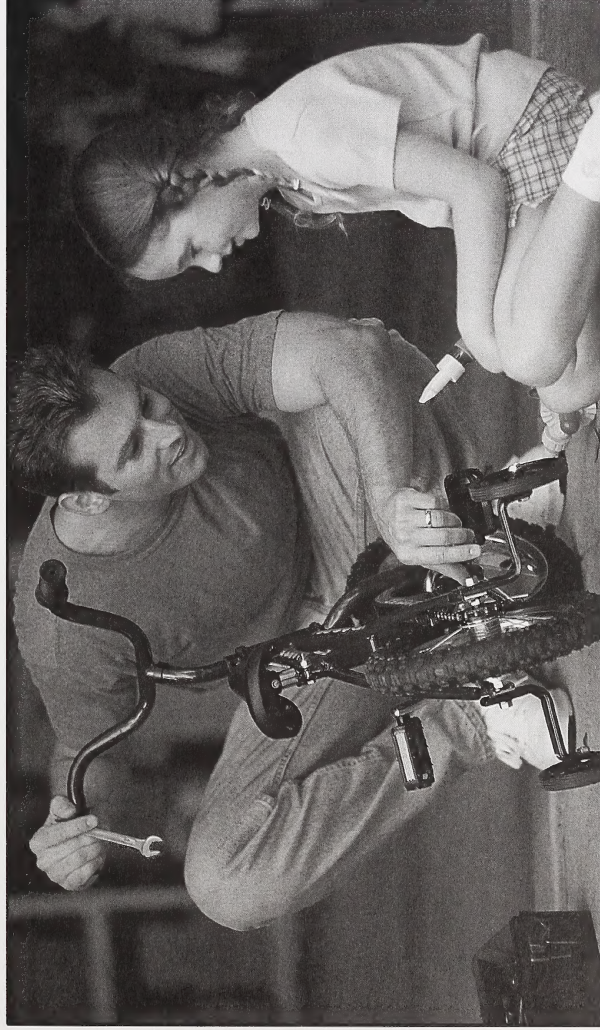
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Grade Two Thematic Module 1B: Day 10 to Day 18

My World



Grade Two Thematic
Module 1B: My World
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/tlb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

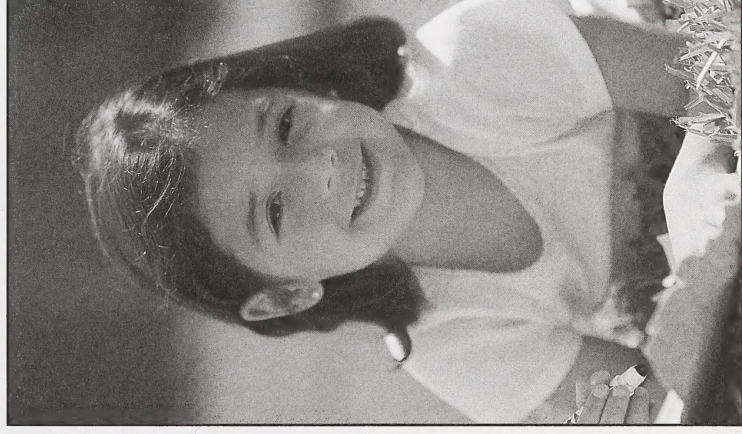
Read all the text to the student
as he or she follows along.

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

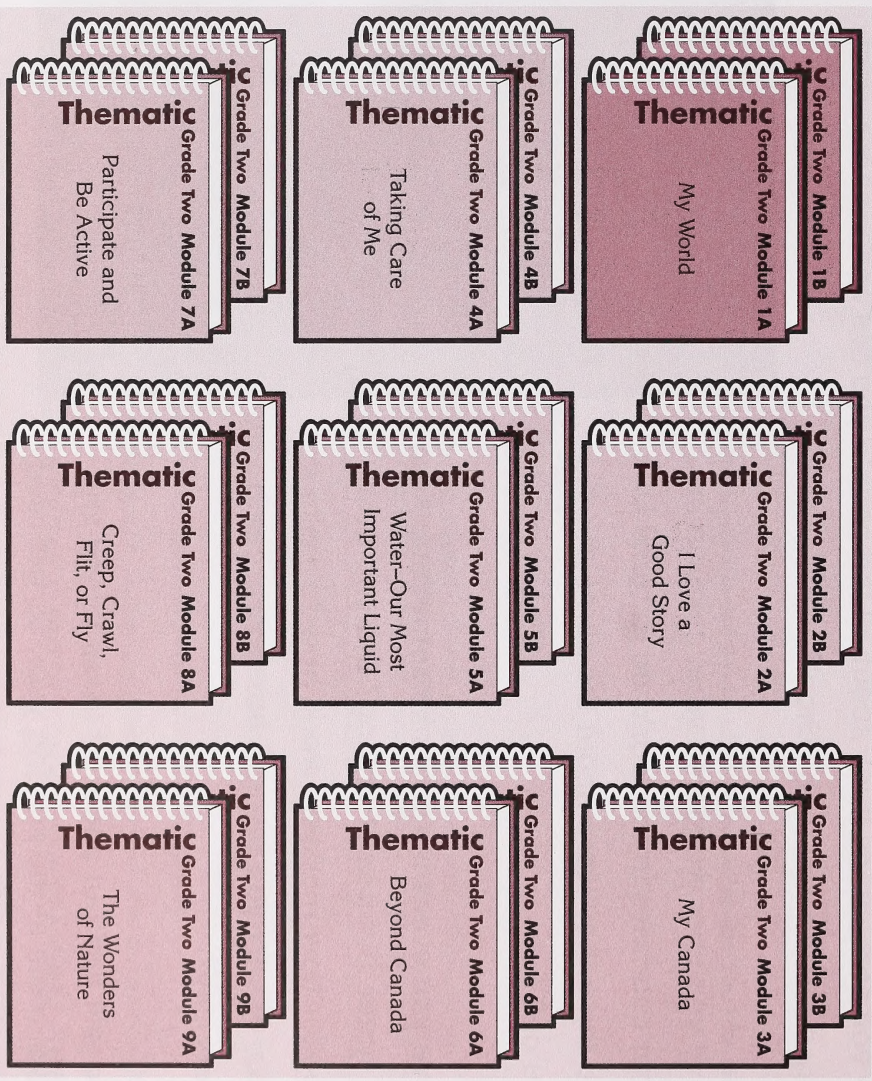
Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it is about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.



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My World



Examine the photo with the student. Tell the student that these people live, work, and play in a community. Have the student attempt to read the text aloud. Read the text aloud if the student has difficulty.

Where do you get the things you need?
Where do you play?

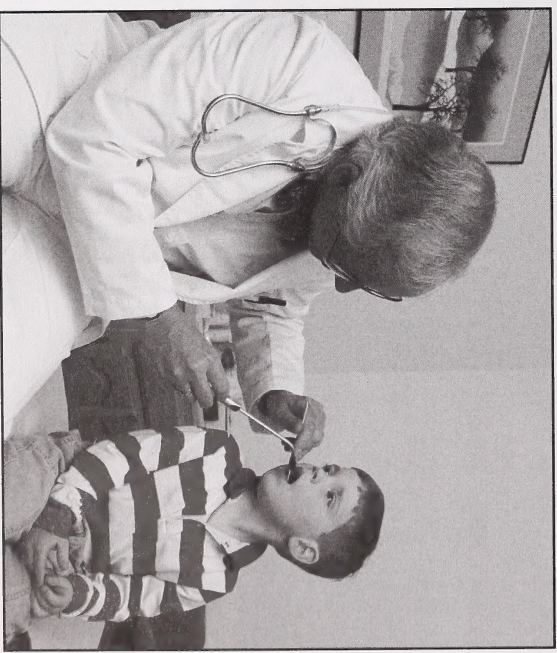
How do you stay safe?

Where do people around you work? What kinds of jobs do they have?

How do adults and children work together in a community to help each other?

In this module, you will learn about the people in your community. You will discover what needs are most important to you and how your community helps you meet these needs. You will learn how working together can help other people meet their needs, too.

Are you ready to begin?



Day 10: Helping Others Meet Their Needs

Today's lessons are about helping people meet their needs. You will begin by looking at how you help family members.



You will read how a big brother helps his little sister at bedtime.

You will also learn how you can help other people in your community meet their needs.

If the student has difficulty reading any of the text, read it aloud to him or her.

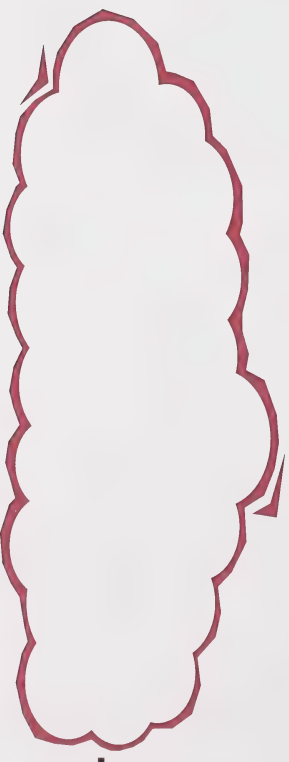
If necessary, assist the student to write in the answers to the following questions.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the current month?

What is the current year?

Print today's weather forecast on the lines.

What is tomorrow's forecast?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Discuss the current weather with the student. Have the student draw the symbol on the correct calendar square.





Work on Module 1: Day 10.

Reading

Do you remember how children help serve the community? Circle **Yes** or **No**.

There are ways you can help your family members as well, especially if you have younger brothers or sisters.

Do you have younger brothers and sisters? Circle **Yes** or **No**.

Review many ways children can serve the community by shovelling sidewalks, visiting sick people or elderly people, picking up litter, doing errands, and so on.

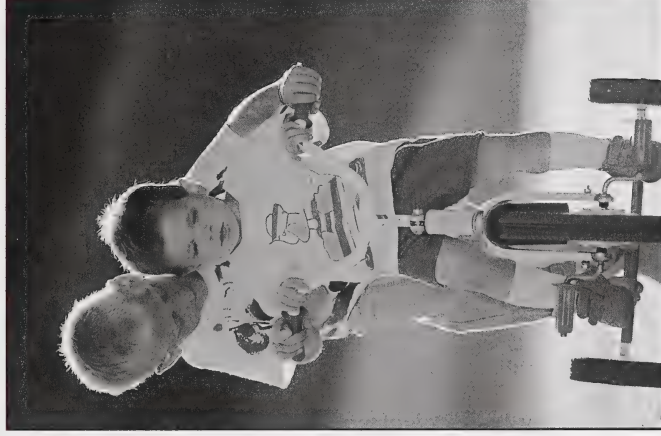
Discuss the student's younger siblings. Have the student pretend to have a younger brother or sister if he or she does not have one.

Babies and very young children have special needs. There are many things they cannot do.

What can you do when you are playing with a younger child?

How do you think you could help a younger brother or sister get ready for bed?

Read the following story called "Bedtime."



Discuss some things he or she can do when playing with a younger child.

Encourage the student to think of ways he or she could help a younger sibling get ready for bed.



Bedtime

Big brother was helping little sister go to bed.

"I'm not sleepy," said little sister.

"I know. Just put your pajamas on, and I'll read you a story," replied big brother.

"I'm not sleepy," said little sister.



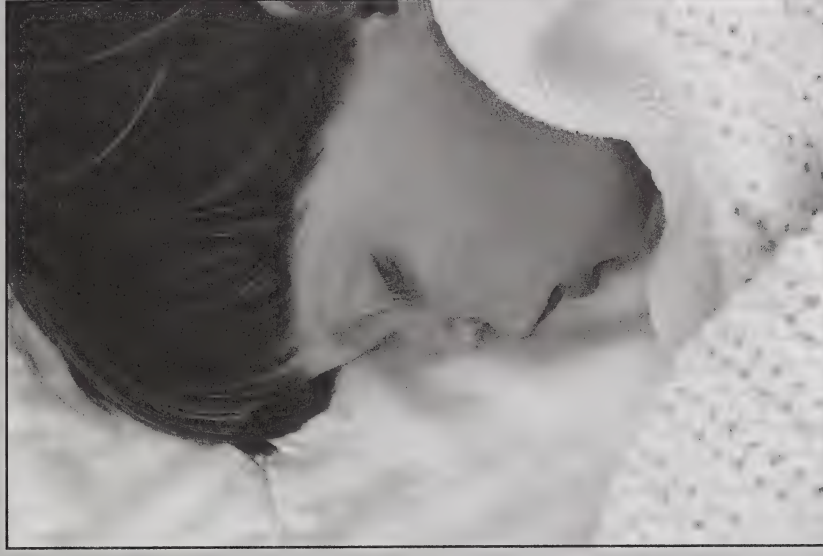
"I know. Just climb under the blankets and I'll read you a story," replied big brother.

"I'm not sleepy," said little sister.

"I know. Just close your eyes while I read the story," said big brother.

Big brother finished the story.

"Good night little sister."



Can you remember what you call the little marks before and after the words that the brother and sister say?

Circle  or .

Did you say **quotation marks**? If you did, you were right!

What do quotation marks tell the reader?

Yes, quotation marks show that someone is talking.



Read what little sister said.


Now read what big brother said.

Have the student read what little sister said and then what big brother said. Ensure that he or she reads only those words, and not the “said big brother” or “said little sister” part.

Who said, "I'm not sleepy"?

Who said, "I know. Just close your eyes while I read the story"?

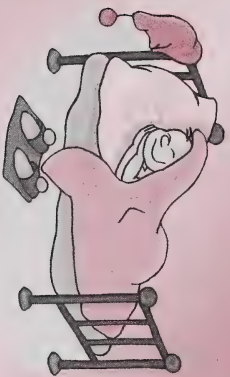
Do you know someone like the big brother in this story? Circle  **Yes** or  **No**.

Do you think the big brother tricked his little sister into going to bed? Circle  **Yes** or  **No**.

Have the student print the answers on the lines (little sister is saying the first line and big brother the next lines).

Have the student talk about someone they know who is like the big brother.

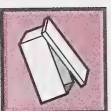
Discuss another way of getting a younger person into bed.



Can you think of a different way to convince a younger person to go to bed?

Now reread the whole story silently.

Journal Time



Take out your journal. Turn to the Reading Response section.

Think about the story “Bedtime.” Finish the following sentences that have been started. Print them in your journal.

Always remember to print the day’s date at the top of the page in your journal.

- I liked/didn't like this story because . . .
- The title tells about . . .
- I liked/didn't like the pictures because . . .
- I think little sister did what her big brother told her to because . . .

Words I Use Often

Look at the two words your home instructor printed on the coloured index cards. When you have practised them and can read them aloud, tape them on the Word Wall.

Discuss each sentence starter with the student and his or her response to it. Then have the student copy each one down and print the response in his or her journal.

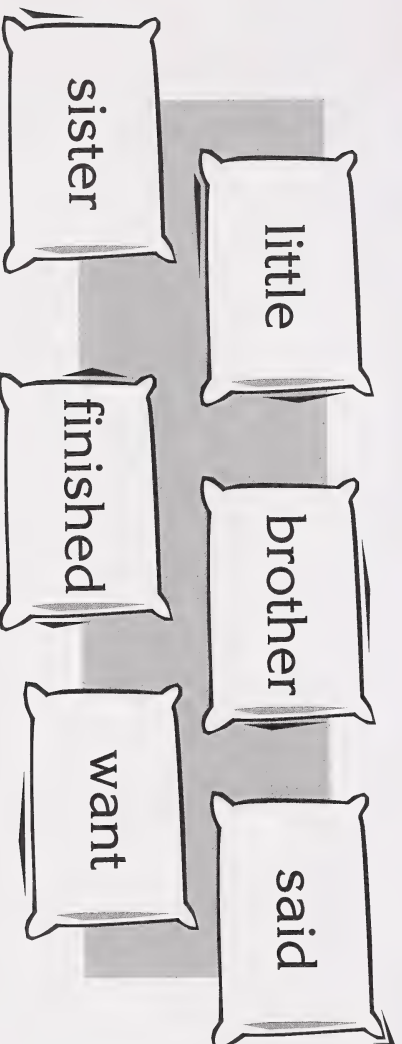
Elicit that little sister wanted big brother to read a story.

Refer to the Home Instructor's Guide.

New Words

These words are from the story “Bedtime.” Read them to your home instructor.

Remember, if you have a hard time saying a word, look at how it starts. Then try to sound it out. Is there a little word in it that you know? Look at how the word ends.



Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Find the new words in the pillow shapes to complete the following sentences. Print the words on the lines.

1. "I don't want to go home yet,"
_____ Jeffrey.

2. "Help your _____ put his
shoes on," said Father.

Refer the student to the
"Learning to Spell a Word"
chart from Module 1A for
these steps.

The answers are as follows:
said; brother; want, little,
sister.

3. "Do you _____ to show your
new toy to your _____
_____?" asked
Mother.

The words are as follows: it or
lit; her, other, rot, or the; is; in,
fin, shed, she, or finish; an or
ant.

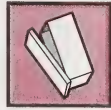
Find little words in each of the following
words and print them on the lines.

little _____
brother _____
sister _____
finished _____
want _____



Take out six white index cards.

Print the six new words on white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the six new words in your dictionary.

I Helped Too

Like big brother in the story “Bedtime,” you may have helped someone younger than you. You will use a special way to talk about it with your home instructor.

If there are any other words from the story “Bedtime” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Have the student respond that a *tape recorder* repeats what was said.

Explain how people can be tape recorders.

This activity focuses on the listening and speaking skills of the student. Have the student relate a time when he or she helped a younger individual. You act as the “tape recorder.” Model listening carefully and then repeat what the student said. The object is not to repeat word for word but to retell in your own words what was said. Sit face to face with the student and take turns speaking and listening.

What does a **tape recorder** do?

Do you think you can be a **human** tape recorder? Circle  **Yes** or  **No**.
Try it!

Think of a time when you helped someone younger than yourself. Tell your home instructor about it. You will then hear the human tape recorder retell what you said!



When it is your home instructor's turn, listen very carefully so that you can be a human tape recorder, too!



Enrichment (optional)

If you have time to do an extra activity, your home instructor will help you.

Break for lunch.



You will relate a story about a younger sibling or a time you helped someone younger. This time you will listen to the student as he or she is the "human tape recorder."

Refer to the Home Instructor's Guide for instructions about this activity.

Both you and the student read silently for ten minutes.

Silent Reading Time

Remember, reading silently means to read to yourself quietly. Enjoy your reading time!

Fun with Phonics

These are words from the story "Bedtime."
Read them aloud.

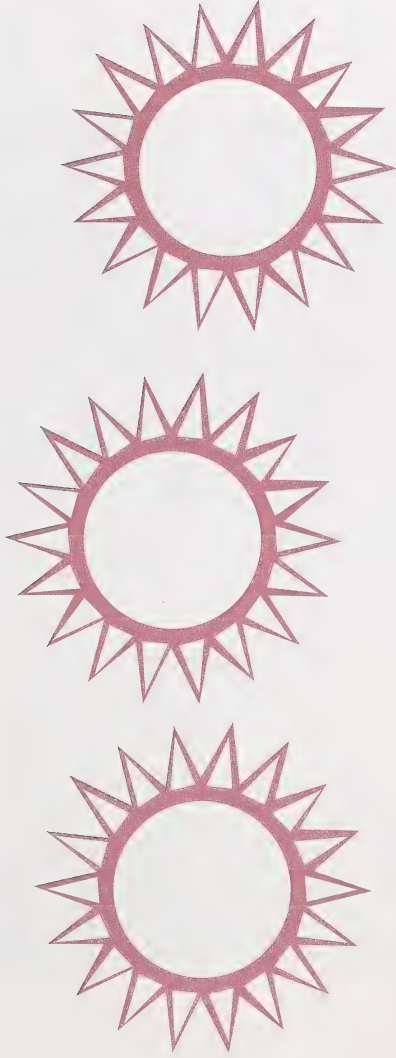
little big sister

Which vowel is in every word? _____

Circle the **short i** vowel in each word.

Have the student print the vowel (i) that is found in every word. Tell the student that each word has the "short i" sound.

Think of some other words that have a **short i** vowel sound. Print them in the following suns.



Now, you will be working with more words that have the **short i** vowel sound in them.



Do pages 25 and 26.

Have the student think of any three words that have “short i,” such as *hill*, *bill*, *fill*, *lid*, *big*, or *pig* to print in the shapes.

Refer to the Home Instructor’s Guide for information about this activity.

Turn to the Home Instructor's Guide for information about this activity.

Meeting Everyone's Needs

In the first module, you learned about four important needs that all people have.

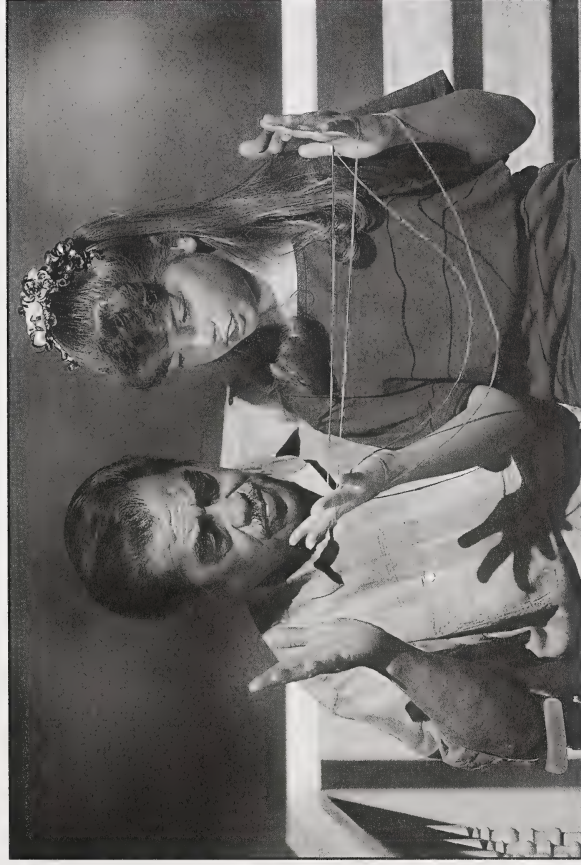
What are they?

1. _____
2. _____
3. _____
4. _____

Everyone is different. Sometimes these needs are more difficult for some people to meet. We try to work together to help each other meet these needs.

Review the following four basic needs: food, shelter, clothing, and affection. Have the student print them on the lines.

Name some places in your community that help people meet each of these needs.



Do you know any **senior citizens** in your community? Circle **Yes** or **No**.

Have the student answer orally.
Acceptable answers are grocery stores, restaurants, apartment buildings, houses, tents, senior-citizen housing, department stores, clothing stores, shopping centres, the homes of family and friends, and so on.

Explain to the student who a *senior* or *senior citizen* is. Discuss people the student knows who are senior citizens.

Talk about the active, productive, and enjoyable lives of many seniors. Explain the term *volunteer*.

Senior citizens or seniors are the oldest members of the community. If they no longer work outside the home, they often are busy with things, such as caring for their families, their homes and gardens, or their pets. Many **volunteer** to help others with groups and activities in the community.

Also, many have the opportunity to learn new hobbies, such as music, hiking, painting, golfing, dancing, photography, or travelling.



Some seniors may not be able to do these activities because of health problems. Then, other seniors and members of the community may help them meet their needs of everyday living.

Sometimes seniors who cannot go out as much have people who will bring them meals, do chores, or visit. Some have pets that keep them happy and provide good company, too.

Think of the four needs we all have. Then tell your home instructor how the senior citizens you know meet their needs.

Discuss that some seniors may experience difficulty getting around and may no longer have a car. Some may require extra care and help with meals, shopping, or other everyday activities.

Discuss that the needs of some senior citizens are sometimes met by living with family, in special homes, or in hospitals. Some have their own houses, but they may have people (family, friends, professionals) who come in to help with needs, such as food and clothing. Others may live in their own homes on their own successfully.

Discuss with your student some different capabilities of senior citizens whom the student knows.

Have the student answer orally. Talk about how people meet their needs in different ways. Discuss others, such as babies, pre-schoolers, older children, teens, adults, the mentally and physically challenged, single parents, children with no parents or one parent, unemployed people, and so on.

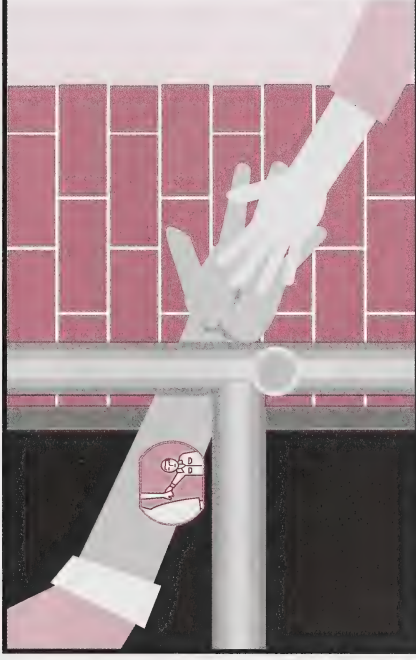
There are other people in the community who meet their needs much differently than you. Can you think who they are?

For example, what are some ways that the needs of pre-schoolers are met?

Are they quite different from the way you meet your needs?



Children sometimes need help from the community. In some communities, there are Block Parents, foster homes, and group homes that offer safety and support.



A Block-Parent Home

How could adults who are out of work meet their needs?

Some communities have food banks, safe shelters, and clothing available for people who need it.

Discuss how the student meets his or her needs in the same ways or differently than others.

Discuss that people in the community may have aids to help them, such as seeing-eye dogs or helper dogs, books in Braille, special telephones and other technology to help the hearing impaired, bus services, wheelchair accessibility, and so on. Some mentally challenged people may have “live-in” assistance for everyday living. Your student may give help to another to find food, shelter, clothing, and provide affection.

People have different mental and physical abilities. Can you think of ways you may help others? Can you think of ways others may help you meet your needs?



People in the community help each other in many different ways.



Complete Day 10: Assignment 1 in your Assignment Booklet.

Looking Back

Did you enjoy drawing the things you learned today?

What was the most fun thing you did today?

What was the most difficult thing you did today?

Is there anything else you would like to talk about that you did today?

When you finish "Looking Back," turn to Assignment Booklet 1B and complete Day 10: Learning Log. Have the student include his or her comments.



Story Time

Find a favourite spot, relax, and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member.

You may choose to read the story “Bedtime” to a family member or friend or you could role-play the events in the story with him or her.



Day 11: Good Friends

Do you have a good friend?

If you do, you know how important having a good friend is.

You're going to read a story about two good friends.

You will sing a song about friends who stay together, no matter what.

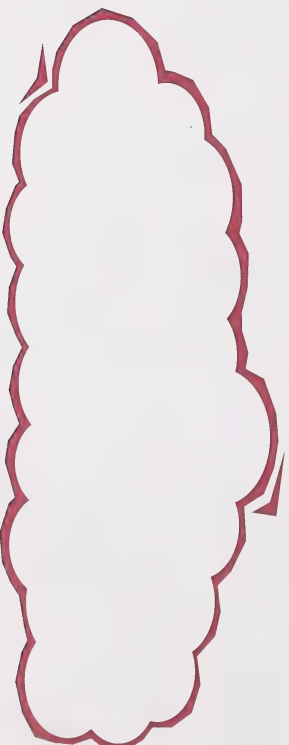


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Print today's weather forecast on the lines.

Go back to Calendar Time on Day 10. Look at the weather forecast. Did the weather turn out the way it was forecasted?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Look back at the weather forecasted for Day 10. Ask the student whether it was accurate.

Discuss the current weather with the student.

Journal Time



Take out your journal. Turn to your Personal Writing section.

Have the student discuss a special event or something interesting he or she would like to write about. Remind the student that he or she can write about feelings and thoughts as well.

Have the student answer orally. Discuss using dictionaries and the student's dictionary to confirm the spellings or locate the meanings of unfamiliar words. Encourage the student to use them frequently.

Ensure the student has remembered to put the date at the top of the page.

Think about something special that happened in the last day or two that you would like to write about. It can be about an activity you did in school, something you read, or something about your friends or family.

If you can't remember how to spell a word or if you want to be sure of the meaning of a word, what can you do?





Work on Module 1: Day 11.

Reading

Read the poem “My Friend”
silently.



My Friend

Who’s the one who talks to me?
My friend.

Who’s the one who walks with me?
My friend.

Who’s the one who shares his pie?
My friend.

Who doesn’t mind it when I cry?
My friend.

Who’s always with me in the park?
My friend.

Who holds my hand when it gets dark?
My friend.
My friend.
My friend.

¹ Sonja Dunn, “My Friend,” in *All Together Now* (Markham: Pembroke Publishers, 1999). Reproduced by permission.

Discuss the poem with the student. Point out the question and answer format. Have the student discuss attributes of a good friend, such as being somebody who shares things, likes to do things with you, plays fair, goes places with you, and so on. Discuss things the student likes to do for his or her friend. Discuss how friends like to do nice things for each other. Have the student answer the questions orally. You may wish to discuss that sometimes a good friend could possibly be a pet or a toy.

Read the poem with the student. You read the questions, and the student reads the response. Then have the student read the questions while you respond. Discuss how the reading can be improved by emphasizing different words, such as saying “friend” a different way each time. Also the student could practise saying the questions with different intonations.

Think about having a good friend. What are some things you think that good friends do for each other?

What are some things you would like to do for your friend? Has your friend ever done something nice for you? What was it?

How do you feel when someone does something nice for you?

How do you feel when you do something nice for someone else?

Read the poem again with your home instructor.

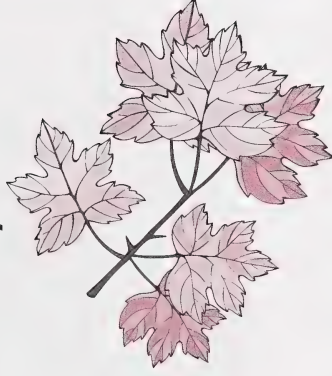


Take out the book *In My World*.

Turn to the Contents page.

On what page will you find the story

"The Surprise"?



Turn to page 17 now.

Who is the author of "The Surprise"?

Who is the illustrator of "The Surprise"?

Have the student answer the questions on the lines.

Arnold Lobel is the author.

Arnold Lobel is the illustrator.

Have the student answer the questions orally. Read the text to the student if the student is having difficulty with it.

Before reading, walk through the pictures in the story with the student. Have the student answer the questions orally before reading the text.

It is fall because all the leaves are on the ground.

Frog and Toad are the two characters in the story.

What is different about the author and illustrator of this story from the other stories you have read?

If you said the author and illustrator are the same person, you are right. Sometimes the author illustrates the book, too.

Look at the pictures in the story.

What time of year do you think it is? Why?

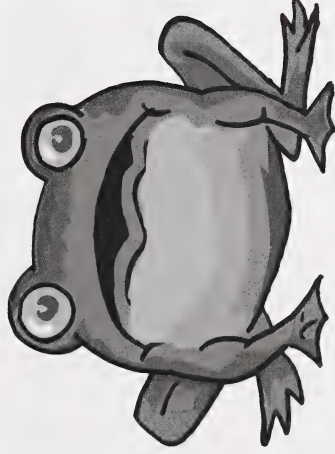
Who are the two characters in the story?

What do you think they are planning to do?
Why?

How do Frog and Toad get to each other's
houses?

Read page 17 aloud.

Who is in the picture?



Do you think Frog likes Toad? _____

Why? _____

They are planning to rake leaves because they want to surprise each other.

They walk.

Have the student print the answers on the given lines.
Answers here are as follows:
Frog; yes, because he wants to do something nice for Toad.

Frog got his rake from the garden shed.

The answers are as follows:
Toad: yes, because he wants to do something nice for Frog.

Where did Frog get his rake?

Now read page 18 aloud.

Who is in the picture?



Do you think Toad likes Frog? _____

Why? _____

Where did Toad get his rake?

Toad got the rake from the closet.

Read page 19 aloud.

The answers are as follows: the woods; the high grass.

What did Frog run through to get to Toad's house?

What did Toad run through to get to Frog's house?

They did not want to see each other.

The answers are as follows:
to make sure that no one was home; rake leaves.

Why did Frog and Toad take those routes?

Read page 20 aloud.

Why did Frog and Toad look into each other's windows?

What are they going to do now?

Read page 21 aloud.



What did Frog and Toad do with the leaves?

What did Frog and Toad do once they finished raking the leaves?



Which sentence tells how hard Toad worked? Print it on the lines.



Have the student print the answers on the lines. The answers are as follows: put them into a pile; started home; "Toad pushed and pulled on the rake."

The leaves blew everywhere
because of the wind.

Frog and Toad saw leaves all
over their lawns when they got
home.

Read page 22 aloud.

What happened to the leaves?

Read page 23 aloud.

What did Frog and Toad see all over their
lawns when they got home?



Discuss that neither of them were surprised because the lawns were just as they left them.

Do you think Frog and Toad were surprised when they got home? _____

Why or why not? _____

Read page 24 aloud.

How were Frog and Toad feeling when they went to bed?

Why? _____

Frog and Toad felt happy because they each did something nice for a friend.

After rereading, have the student answer the questions on the “After Reading” chart and then the following questions. Discuss the answers.

Now read the story again silently.

Look at the **After Reading** chart on the wall. Read each question and discuss the answers.



Did you like the way the story ended? Why or why not?

Would you have ended the story in a different way? If so, how?

If you met Frog or Toad, what would you say?



Music and Movement



Take out your *Ideas that Sing!* Volume 1 CD.

Listen to the song "Side by Side." Sing along if you know the words. Listen to the beat.



Is the beat in the music **fast** or **slow**?

On the next page are the words to the song. Follow along as you sing.

Refer to the Home Instructor's Guide for information about this activity.

Locate the song "Side by Side" from the *Ideas That Sing!* Volume 1 CD. Play it for the student. Listen to the song with the student. Both you and the student may know the song without looking at the words. You may both like to move or dance to the beat of the music. The student may or may not wish to mimic you.

Have the student answer orally. The beat is slow.

Play the song again and point to the words on the following page as you sing along with the student.



Side by Side

Oh we ain't got a barrel of money,
Maybe we're ragged and funny,
But we'll travel along,
Singing our song,
Side by side.

Don't know what will happen
tomorrow.
Maybe just trouble and sorrow.
But we'll travel this road,
Sharing our load,
Side by side.

Chorus

Through all kinds of weather,
What if the sky should fall?
As long as you and me are together—
it doesn't matter at all.

Though we've both had our troubles and parted,
We'll be the same as we started,
Just travelling along
Singing our song,
Side by side.

Chorus

Repeat the first verse.

¹ Jerry Brodey, "Side by Side," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1988), 18. Reproduced by permission.

Do you like this song?

Circle **Yes** or **No**.

Why or why not?

Do you have a good friend
that you feel the same
way about as the friends
in the song?

Circle **Yes** or **No**.

Who is it?



Do you think Frog and Toad are good
friends? Circle **Yes** or **No**.
Why do you think that?



Have the student answer orally.
Accept all answers. Tell the
student why you like or dislike
the song, too.

The student may have a friend
who is a family member or a
friend who lives far away. The
student may like to talk about
a "former" friend or a "future"
friend he or she had or would
like to have.

Have the student answer orally.
Yes, Frog and Toad are good
friends because they do nice
things for each other.

The song tells about friends sticking together through good times and bad times.

Do you think this song shows how Frog and Toad may feel for each other?

Circle  **Yes** or  **No**. Why or why not?

Sing “Side by Side” one more time. Think about your friend as you sing it.

Things to Do



Take out a sheet of unlined paper.



You can do one of the following three things. You decide what to do.



Refer to the Home Instructor's Guide for more information about this activity.

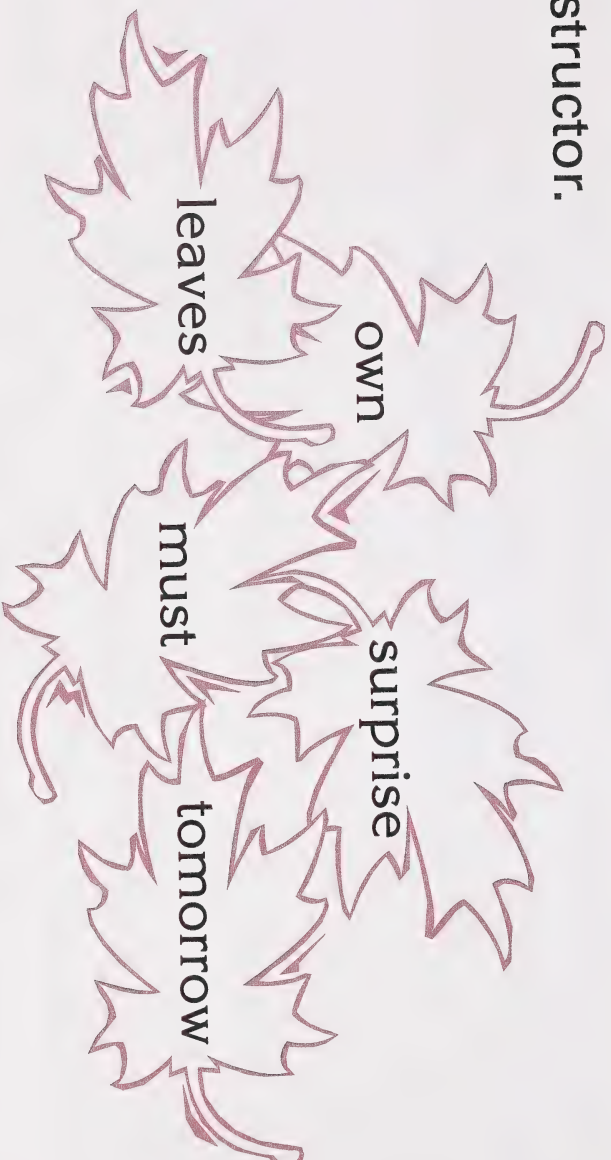
1. Draw Frog or Toad. Show them doing something in the fall.
2. Make a card to give to a friend just to show you care. It can be a friendly greeting card, a "Thanks for Being My Friend" card, or any kind of card that you know your friend would like.
3. Pretend you are Frog or Toad. First, tell how you feel when you find out the wind blew all the leaves back onto your friend's lawn and your friend didn't even know you had surprised him or her. Then write how you feel when you find out that your friend raked all the leaves for you.



You will send your work to the teacher on Day 18.

New Words

Read these words from the story "The Surprise" to your home instructor.



Remember, if you have a hard time saying a word, look at how it starts. Then try to sound it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell these new words.

Use the new words to complete the following sentences.

1. Toad wanted to _____ his friend Frog.
2. There were so many _____ to rake.
3. You _____ finish your work before bedtime.

Guide the student with spelling the new words using this method.

The answers are surprise, leaves, must, tomorrow, own.

4. If today is Thursday, _____
will be Friday.

5. I finally have a room of my
_____.

Explain *plural* to the student.

Plural means there is more than one.

There is only one leaf here, but there are five
_____ over there.

The two new words are now
and won.

Rearrange the letters in the word **own** to
make two new words. Print them.

Print the vowel that is in the word **must**.

Change the vowel in **must** to make two new words. Print them.

Find three little words in **tomorrow**. Print them on the lines.

Tell your home instructor a time you were **surprised**.

The vowel is "u."

The two new words could be **mist**, **most**, or **mast**.

The little words in tomorrow are **to**, **or**, and **row**.

Have the student tell you a time when he or she was surprised.



If there are any other words from the story "The Surprise" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Take out five white index cards.

Print the five new words on the white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in the dictionary.

Break for lunch.



Both you and the student read silently for ten minutes.

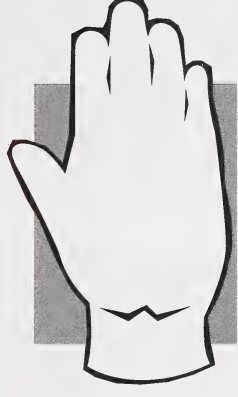
Silent Reading

Enjoy your reading time.

Fun with Phonics

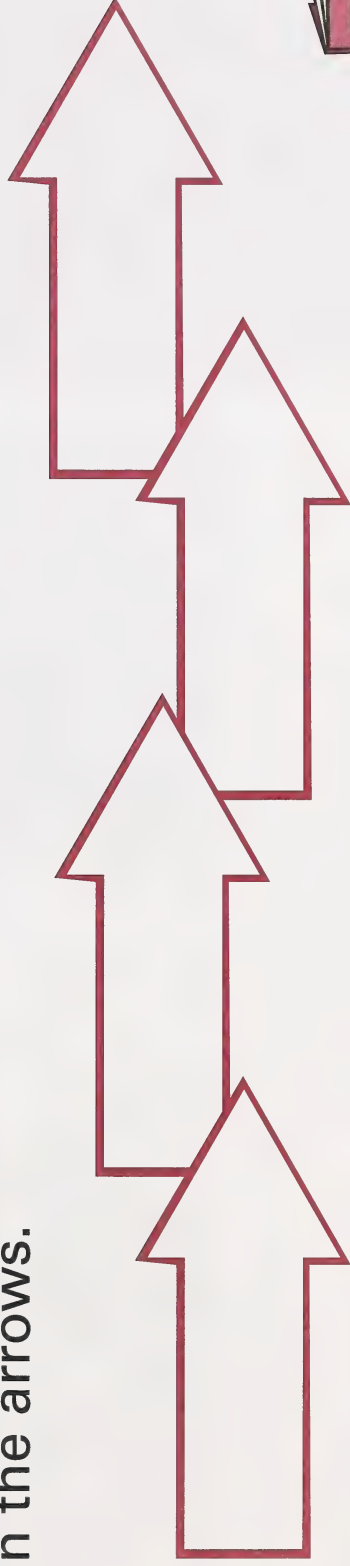
Read each word aloud. Circle the vowel in each word.

hill bill sink blink ring sting



What is the vowel? Print it in the hand.

Think of four words that have the **short i** sound. Print them in the arrows.



Refer to the Home Instructor's Guide for information about this activity.

Now you will be working with more words that have the **short i** vowel sound in them.



Do pages 27 and 28.

Friendly and Helpful Communities

In the story "The Surprise," Frog and Toad are good friends who like to do nice things for each other.



Read the text to the student if he or she is having difficulty with it.

Many people work to help each other in a community, too. Sometimes a community builds places that make life better for its members.

People work to help others in hospitals, schools, libraries, day-care centres, shopping centres, senior-citizen's homes, clinics, swimming pools, drop-in centres, food banks, and other places.

These people provide services to the members of the community.

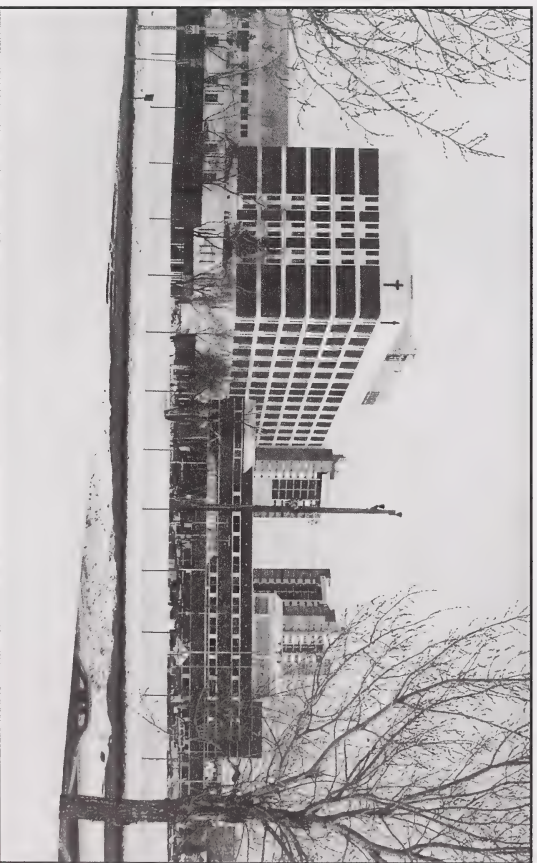


Have the student tell you what *services* mean. Elicit helpful acts that help others. Ensure the student understands what providing a service in the community means.

Have the student name two services in his or her community.

Look up the word **services** in the dictionary. Print the meaning.

Name two services in your community.



Look up the word **facility** in the dictionary.
Print the meaning you found on the lines.

Have the student find what *facility* means. Elicit the place that makes an activity possible, such as a library, a school, or a recreational centre. Ensure the student understands what a facility is. Have the student name two facilities in his or her community.

A facility is the building or place where a service is provided. A hospital is the facility where health services are provided.

Name two facilities in your community.

The services and facilities a community provides make it a better place to live.

Discuss orally how the following services and facilities help meet the different needs of community members:

- Library: People can borrow books, read newspapers from around the world, look up information, get help for school work, and so on.
- Hospital: People are cared for when they are sick, need surgery, or have been injured.

- School: People learn about life and the world in school.
- Senior citizens home: Older members of the community are provided with appropriate care.
- Day-care centre: Pre-school children are cared for professionally.
- Swimming pool: People participate for exercise, enjoyment, and to learn how to swim proficiently.
- Recreational centre: Some centres have areas for basketball, volleyball, exercise equipment, a curling or hockey rink, and so on, for people to come together and have fun, exercise, and socialize.

How do each of the following help people?

library
hospital
school
senior citizens home

day-care centre
swimming pool
recreational centre



Every community provides services and facilities for its members. Can you think of any your community provides?



Complete Day 11: Assignment 2 in your Assignment Booklet.

Make a Fallscape

A scape shows what something looks like. When you make a **fallscape**, you show what fall looks like.



Take out your paints and paper.

Today you will make a fallscape of your community.

Talk about the services and facilities in the student's community and where he or she might look for them. Suggest the Yellow Pages™, the Chamber of Commerce, and websites for community services. Then, have the student look them up.

The student will paint a *fallscape* on a large landscape sheet of paper. You could tape three or four sheets of regular-sized paper together lengthwise or cut poster paper in half and tape the two pieces together lengthwise.

With the student, plan and talk about how he or she would like it to look.

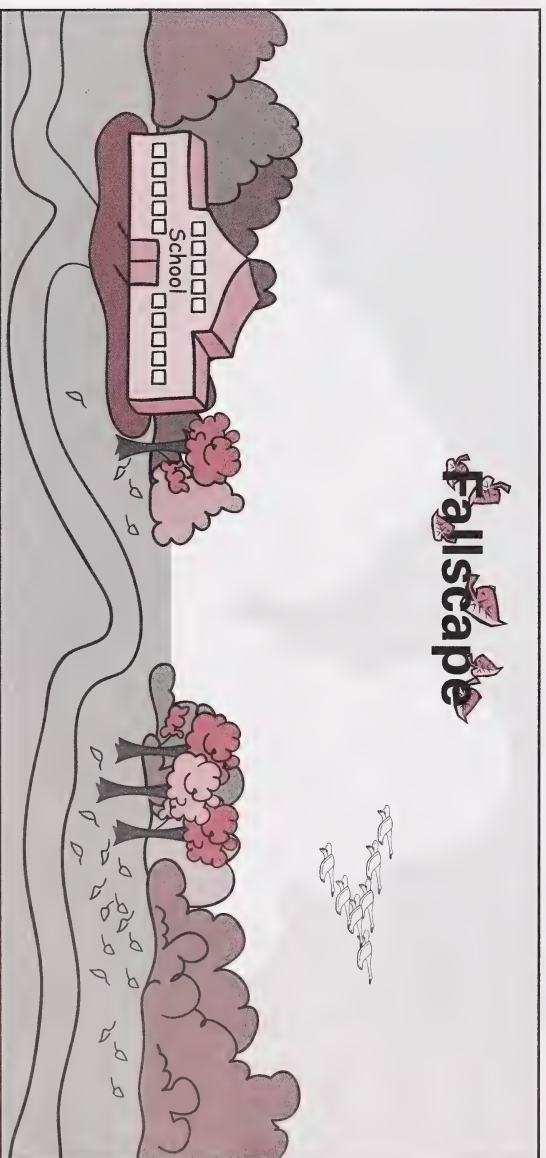
Have the student talk about fall things, such as the colours, birds flying south, cooler temperatures, and so on.

Suggestions for the fallscape are as follows: colourful leaves on the trees, a pile of leaves raked on the lawn, people doing fall activities, birds flying south in a V formation, or animals making preparations. Have the student draw in a facility in the picture and label it.

Have the student plan the scene before painting it. Use the picture here as a guide. To make the fallscape more interesting, the student may cut out and glue leaves and pictures of fall from magazines or calendars to the painting. The cut-out pictures should not dominate the scene. They should add texture and interest.

Your community looks different in the fall than at any other time of year. What does fall in your community look like to you?

Print or paint **Fallscape** at the top. Then plan what you want in your fallscape and how it will look.



Your fallscape should be colourful and show a facility in your community. Label the facility.

When you finish it, display it where other people can look at it.

Looking Back

What was the most interesting thing you did today?

Tell your home instructor one thing you learned today.

Review and discuss the day's activities and learning with the student. When you are finished, turn to Assignment Booklet 1B and complete Day 11: Learning Log. Have the student include his or her comments.

Did you enjoy reading the story “The Surprise”? Would you like to read more stories by that author? Why or why not?

Describe what part of making the fallscape you liked best. Was it the planning and talking about fall or the painting? Tell why.

Story Time

Find a favourite spot, relax, and enjoy the story!



Sharing Time

Choose something you did today that you would like to share with a friend or family member. You might like to do one of the following:

- Read "The Surprise." If you do, give different voices to both Frog and Toad.
- Talk about your fallscape painting and how it shows what fall means to you.



Day 12: I Can Show How I Feel

Today, you will talk about how Toad and Frog showed their feelings for each other.

You will also talk about showing your feelings.

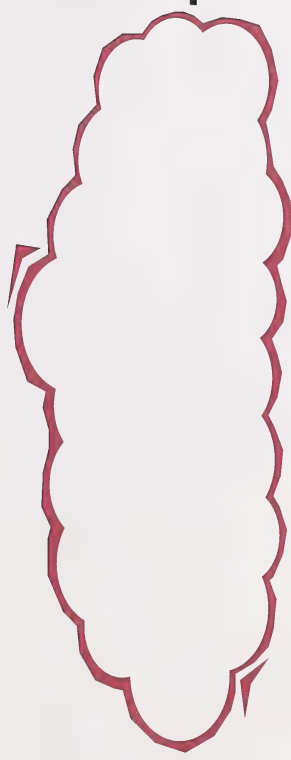
You will learn more about your feelings, too.



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

Print today's weather forecast on the lines.

Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 1: Day 12.

Reading



Take out the book *In My World*.

Turn to the story "The Surprise." Read it silently.

Who are the **characters**? (Characters mean persons or animals in the story.)

What is the **setting**, or where did the story take place? (Remember, the story occurs in two different places.)

What is the **problem**, or what do the characters want to do?

What are the **events**, or what happened? (Don't forget to keep the events in order.)

How does the story **end**, or what is the **solution** to the problem? (Did the characters do what they wanted to do?)

The student learns about story elements. Have the student answer the questions orally.

Refer to the Home Instructor's Guide for further information about his activity and a discussion of the story elements.

After the student discusses each element, have him or her fill in the chart on the next page. The information should be in point form. Remind the student that the events occur for Frog and Toad at the same time, so they can be described as one event. For example, Frog and Toad raked each other's leaves. Explain to the student that the chart can be used to retell the story more easily. This activity can be used at Sharing Time.

Title

Characters

Setting

Problem

Events

Ending or Solution

Now retell the story. Use the chart to help.

I Can Edit

Read the following words aloud.

toad looked out of his window

Find the words on page 18 in your book.

How are they different?

Why do you need a capital letter at the beginning of a sentence and a period at the end of a sentence?

Using the chart, have the student retell the story to you. Check that the student tells the events in the right order, tells about the characters and what each one said, and uses important words and phrases from the story. The retelling should sound like a story with a beginning, middle, and end.

Discuss that the capital letter and period are in the book but missing on this page.

A capital letter and a period (and sometimes other punctuation) in writing show the beginning and ending of a complete thought or sentence.



Explain how the sentence has been *edited* or corrected.

Explain that a person who edits is called an *editor*. October is a special name, so it needs a capital letter. Capitals and periods are added to show complete thoughts or sentences.

Demonstrate reading without the proper starts and stops for the punctuation. Then show the difference with the sentence breaks.

Have the student print the answers to the following questions on the lines. **October** is a name of a month, so it needs a capital letter.

Look at the following. It has been **edited**, or corrected. The **editor** made special marks to make it easier to read.

I O T
it was ~~o~~ctober. ~~T~~he leaves had fallen off
the trees. ~~o~~They were lying on the ground.

Now you know when to start and stop. Does that make it easier?

Circle **Yes** or **No**.

Why does October need a capital letter if it isn't at the beginning of the sentence?

In this story, Toad and Frog are also **special** names that need capital letters.

There are two other names in the story.
What are they?

Why do Frog and Toad always begin with capital letters?

What Happens Next?

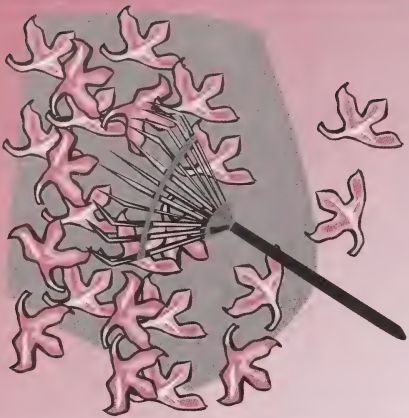
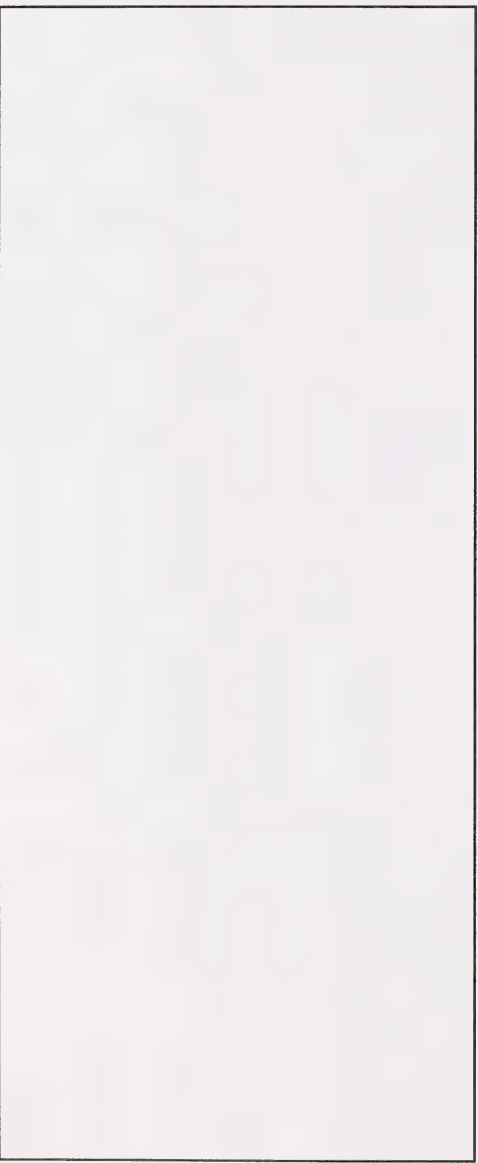
Think about what might happen after the story "The Surprise." How do you think it could continue?

Have the student think about different possibilities for continuing the story. Discuss these with the student.

Have the student print the answer on the lines.

Do you think the events of the next day would be happy ones, sad ones, or funny ones?

In the box, draw a scene for a possible new ending for the story.



Writer's Workshop

Refer to the Home Instructor's Guide for more information about this activity.

Today you are going to write a different ending for the story "The Surprise."

How do you think the story could have ended? Think of a few different ways you would like the story to end.



Get a piece of lined paper.

Write your new ending to the story.

Remember to use quotation marks if you have the characters speaking. Look at page 17 in the story "The Surprise" to remind you how to do it.

Brainstorm ideas for different endings with the student before beginning the actual writing. The student may choose to change the original outcome of the story or continue from where the original story ends.



Refer to the Home Instructor's Guide for more information.

After the student makes any changes to reflect what you spoke about in the *conference*, put the paper into his or her student folder for the teacher on Day 18. Ensure that the student's name and M1D12 is printed on the back.

Use capital letters at the beginning of sentences and periods, question marks, or exclamation marks at the end of sentences. Always capitalize special names.

When you finish writing, **conference** or talk about your writing, with your home instructor.



You will send your story to your teacher on Day 18.

Words I Use Often

Look at the two words on coloured index cards. Say them out loud and practise them. Tape them on the Word Wall.



Silent Reading

Enjoy your reading time.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Fun with Phonics

The words with “short a” are **nap**, **snack**, **along**, and **bag**.
The words with “short i” are **pill**, **fin**, **ill**, **his**, and **dish**.

With a green crayon, circle the words that have the **short a** vowel sound. Put a purple square around the words that have the **short i** vowel sound.

nap snack pill fin

along ill his bag dish

Refer to the Home Instructor's Guide for information about this activity.

You will be working with words that have vowels with **short a** and **short i** in them.



Do pages 29 and 30.

Showing My Feelings

Frog and Toad are good friends. They like to show how they feel by doing nice things for each other.

Everyone has many different feelings. Showing how you feel is a normal and natural thing to do.

On Day 9, you listed many emotions, or feelings, that people can have. Did your list include feelings, such as happiness, love, fear, joy, jealousy, anger, sadness, frustration, sorrow, or grief?

Review with the student that everyone has feelings and expressing them is normal and natural. Talk briefly about some of the basic emotions.

Have the student look up the words *sorrow* and *grief* in the dictionary and tell you what they mean. Ensure the student understands their meaning (a very deep sadness, as in mourning for a loss).

Discuss the different ways of showing feelings, such as verbally, with facial expression, by tone of voice, with body language (stance and movement), and a combination of these. Ask the student to show each of the feelings (happiness, love, fear, joy, jealousy, anger, sadness, frustration, and grief) using facial expressions only, verbally only, using only body language (stance and movement), tone of voice only, and a combination of two or more of the ways. To make the student more at ease in dramatizing the feelings, do a demonstration with several of the feelings.

Look up the meaning of the words **sorrow** and **grief** in a dictionary. What do they mean?

There are many ways to show your feelings.
Can you think what some of them are?



Show your home instructor what your **face** looks like when you feel the following ways:

- happy
- sad
- angry
- frustrated
- afraid
- jealous
- sorrowful or grief-stricken

What could you **say** to show the same feelings?



Show with your **body** some of these feelings.

Show some feelings with the **tone of your voice**.

Show some feelings using two or more of the ways together.

There are many positive ways to express your feelings. It is always helpful to understand your feelings.

Sometimes, however, people show feelings in an unacceptable way and may hurt others. Can you think how anger is sometimes shown in this way?

Elicit that sometimes people show feelings in unacceptable ways, such as yelling, screaming, hitting, or saying mean and hurtful things.

When someone shows anger in an unacceptable way, how does that make you feel?

Have the student print an answer such as the following:
This may make a person feel scared, sad, or upset.

When you show anger in an unacceptable way, you can make the other person feel scared and hurt. You can harm the other person and even yourself when you do that.

Teach the student about acceptable and unacceptable ways of expressing feelings. Discuss how important it is to show anger or frustration in appropriate ways to avoid hurting oneself or others.

Do you think you have to yell or shout or throw things to show you are angry?

Circle  **Yes** or  **No**.

Discuss how anger and frustration can be expressed in positive ways. Talk about ways such as thinking before reacting (take a deep breath or count to ten), discussing feelings with others, and being aware of how others will feel if the anger or frustration is dealt with in a negative way.

Talk about appropriate behaviour to express anger.

Discuss a time when the student felt angry and talk about how he or she acted. You may like to share a time when you felt angry.

No, there are acceptable ways to show someone that you are angry. You can use a calm voice to tell them you are hurt, frustrated, or angry.

The important thing to remember is to let others know how you feel without hurting yourself or them.

When you feel scared, hurt, or angry, sometimes it's hard not to react quickly in a hurtful way. There are a few things you can do to help you when you feel like that.



Next time you have these feelings, you could try the following:

1. Take a deep breath.
2. Count to ten before doing anything.
3. Talk with others about the feelings you are having.
4. Think how people will feel if you act in a hurtful way.

Think of a time when you were really angry. Do you remember how you acted? Was it in an acceptable way?

1 2 3 4 5 6 7 8 9 10



Have the student role-play appropriate and positive ways of expressing anger and frustration. Assist the student in thinking of situations where the feelings occurred. Discuss the situation and how the student can role-play appropriate ways of expressing his or her feelings, using the four ways as a guideline.

Pretend you are in that situation again. With your home instructor, role-play how to express your anger in positive ways. Use the four ways listed to help you deal with your anger.

Think of a time you were frustrated. Role-play how you can express your feelings in a positive way. Use the four ways listed to help you deal with your frustration.



Complete Day 12: Assignment 3 in your Assignment Booklet.

Looking Back

What part of the day did you like best? Why?

Do you enjoy Sharing Time? Why?

Did you learn something about yourself when you talked about how to show your feelings? What was it?

Story Time

Find a favourite spot, relax, and enjoy the story!

When you finish discussing the day's activities, turn to Assignment Booklet 1B and complete Day 12: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member.

You could read your new ending for the story “The Surprise” or you could role-play some acceptable ways to express feelings with a friend or other family member.



Day 13: Everyone Belongs

Everyone belongs to something.

You belong to a family.
You might even belong to
a group, like a youth
group, a singing group,
or a sports group.

Today you will learn how
even animals and some
objects belong to
groups, too.

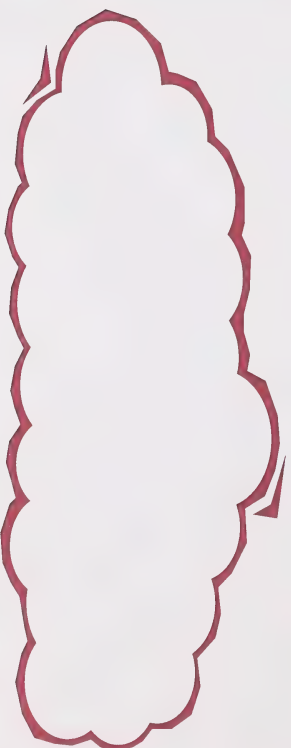


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

Print today's weather forecast on the lines.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Journal Time



Take out your journal. Turn to your **Personal Writing** section.

Take a few minutes to think about what you would like to write about. It can be about school or about something that you did with your friends and family.

Remember to print today's date at the top of the page.

If the weather is favourable, take a walk or do an outdoor activity. Otherwise, repeat any of the Music and Movement activities and do indoor stretching exercises. Stretches can be done to slow music and can be very relaxing. See the Home Instructor's Guide for further information.



Work on Module 1: Day 13.

Music and Movement

You can choose to do many activities indoors or outdoors.



Reading





Take out the book *In My World*.

Read the story
"The Surprise."



Look at the illustrations of Toad and Frog. Do they look alike?
Circle  **Yes** or  **No**.

Do you think they belong to the same family?
Circle  **Yes** or  **No**.

Do you think they are related? Circle  **Yes** or  **No**.

You're going to find out some fascinating facts about frogs and toads.

The student will be conducting research on frogs and toads. Discuss why it is valuable to know how to do *research*: to learn more about a topic, to answer questions, and to check information. Have the student answer the question orally.

People do research to find answers to interesting questions, to learn about a topic, or to check information.

Explain the chart is called a K-W-L chart (What I Know, What I Want to Know, What I Learned). See the example in the Home Instructor's Guide. Assist the student as needed.

You will be doing **research**. When you do research, you make a careful search for information. One of the things you will find out is if frogs and toads are related.

Why do you think people do research?

Before you begin, write down everything you know about frogs and toads. Then write everything you want to know. Use the chart on the following page to help you with your research.



Print what you know about frogs and toads in the “What I Know” column. Print what you want to find out about frogs and toads in the “What I Want to Know” column. You will fill in the last column after you do your research.

What I Know	What I Want to Know	What I Learned

Have the student answer the question orally before reading the list. Read and discuss each item on the list with the student.

You may want to take the student to the local library to conduct research on frogs and toads. The library gives the student access to a variety of resources. Once the student has found the answers to the questions asked in the chart, have him or her put the answers in the "What I Learned" column. Have the student continue with the research to find more fascinating facts about toads and frogs.

Where can you go to find information or do research about frogs and toads?

Did you think of the following places?

- the library
- the Internet
- encyclopedia
- family member
- friend
- audio or videocassette
- radio
- television
- CD
- newspaper
- people in your community



If you have a computer, go to a search engine such as www.yahooligans.com and enter “**frogs and toads**.” If you don’t have a computer, use the one in your local library.

Now that you have filled out the chart, record all your facts on the sentence strips. Then arrange them on the diagram as in the following example.



Assist the student in sorting all the research information and recording it on the sentence strips. Have these strips cut out and ready prior to the start of the lesson (as outlined in the Materials You Need Today in the Home Instructor’s Guide). Encourage the student to write in point form as the diagram example shows. Information just about frogs should be separate from information just about toads.

Tell the student to record the facts that are the same about both frogs and toads on other sentence strips.

Make a Venn diagram according to the directions in the Home Instructor’s Guide.

Using the diagram here, explain to the student how a *Venn diagram* helps organize information so it is readily visible. When the student finishes recording facts about frogs and toads on the sentence strips, have him or her arrange them in the Venn diagram you have made. See the example here and in the Home Instructor's Guide.

Have the student answer the question orally. The Venn diagram lets you see at a glance all the information you have about specific items and it lets you see how things are different and how they are alike.

This is a **Venn diagram**. It helps you put all the information you gathered in a way that is easy to see.

How does the Venn diagram help you organize information?



Make a presentation to your home instructor telling everything you know about toads and frogs. Use the Venn diagram to help you.

When the student finishes arranging the sentence strips under the appropriate headings, have him or her read the information and draw conclusions about frogs and toads.

Refer to the Home Instructor's Guide for more information.

Did You Know?



Frogs and toads have been around for 200 million years!

Do you think your family has been around that long?

How Do They Look?

Look at the pictures in the books and magazines you found on frogs and toads.

What are some things that are the same about frogs and toads? What are some things that are different about them?

Draw and colour a frog and a toad at the top of your Venn diagram.

Frog



Toad



Encourage the student to discuss the information he or she found, such as a toad has a thicker body and shorter legs than a frog. It has bumpy skin and is a different colour. Frogs and toads are similar in that they have a similar shape and look the same from a distance. They are both amphibians.

Have the student draw a frog and toad on the Venn diagram and discuss the similarities and differences between them. Refer to the Home Instructor's Guide.

Frogs and toads look alike in some ways. They don't come from the same family, but they are related. They're related like you are to a cousin. You may look like your cousin, but you're different, too. How are you and a cousin alike? How are you different? If you don't have a cousin, think of friends who do and how they are alike and not alike their cousins.



You will send your Venn diagram to your teacher on Day 18.

Break for lunch.



Read the text as the student follows along. Have the student discuss similarities and differences with his or her own cousins.

Ensure the student's name with the module number and day are on the back of the Venn diagram.

Both you and the student read silently for ten minutes.

Silent Reading

Enjoy your reading time.

Fun with Phonics

Read these lines from “The Surprise” aloud.

I will run over to Frog’s house.
Frog picked up his rake and started home.
How surprised Toad must be!

What vowel is in each underlined word? _____
Circle the **short u** in each word.

Have the student print the vowel in every word (u) on the line. Tell the student that each word has the “short u” vowel sound. Then have him or her think of three other words that have “short u” (*bug, duck, luck, sun, fun, hug, jump*).

Think of some other words that have a **short u** sound. Print them in the leaves.



You will be working with words that have the **short u** sound.



Do pages 31 and 32.

Refer to the Home Instructor's Guide for more information.

Where Do They Belong?

You may belong to a family. Families belong in a community.

Did you know that even objects can belong to certain groups? Circle **Yes** or **No** .
You will be surprised!

See how well you remember facts about magnets.

What is a magnet?

Have the student print the answers for the questions about magnets as follows: a magnet attracts metal things; a magnetic object is attracted by a magnet; metal objects are magnetic; no; iron or steel.

What is a magnetic object?

What are the only objects that can be magnetic?

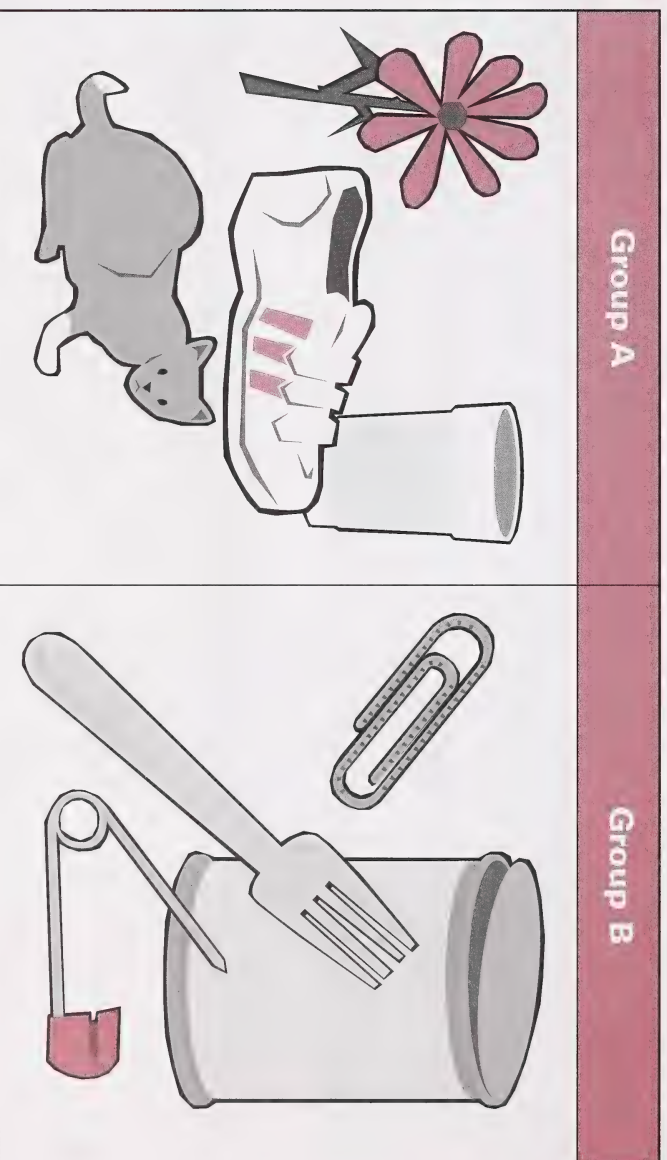
Are all metal objects magnetic? _____

What must a metal object have to be magnetic?

How well did you do? If you forgot some of the answers, turn back to Day 9 to review facts about magnets. If you remembered most or all of them, good for you!



Think of the information you know about magnets. Then look carefully at the objects in the boxes.



Do you know how the objects are sorted?

Have the student answer the question orally. Elicit Group A has non-metallic objects while Group B has metallic objects.

Which group contains non-magnetic objects?

How do you know that?

Which group contains magnetic objects?

How do you know that?

Have the student print the answers on the lines. Group A has non-magnetic objects because they are non-metallic. Group B has magnetic objects because they are metallic.

Place items on the student's desk as follows: piece of paper, nail, thumbtack, tape, and staples. Have the student sort the objects into two groups, Group A non-magnetic and Group B magnetic. Have the student print the answers on the lines. The answers are as follows: a piece of paper and tape belong with Group A because they are non-metallic; the other items belong with Group B because they are metallic.

Look carefully at the objects on your desk or table. Decide which ones belong with Group A and which ones belong with Group B.

With which group do the following items belong? Print **Group A** or **Group B** on the lines and tell your home instructor why.

- a piece of paper _____
- a nail _____
- a thumbtack _____
- tape _____
- staples _____



Take out your magnets.

Check your answers with a magnet. Did you get them right? Circle **Yes** or **No**. You did well if you did.



Complete Day 13: Assignment 4 in your Assignment Booklet.

Time to Experiment

Eight objects are hiding under the papers that are marked A–H. Your job is to find out which objects are magnetic and which are non-magnetic without removing the paper.

Discuss the answers to the questions with the student. Ensure the student understands that magnetic objects are metallic and contain iron or steel.

For this next activity, prepare eight magnetic and non-magnetic objects. At least three should be magnetic.

Objects can include pennies, iron filings, pins, steel nails, pencil, crayon, eraser, tacks, and cotton balls. Hide each item under a piece of paper. In felt pen, print a large capital letter from A to H on each piece of paper.

The student is to identify magnetic objects by placing a magnet over each piece of paper. Have the student place a magnet on the paper on top of object A. If the object is attracted to the magnet, tell him or her to put a check mark next to A under the "Magnetic" column, and if it does not attract the object, to put a check mark under the "Non-magnetic" column. Tell the student to do the same for the rest of the objects.

Put a check mark (✓) beside each object under "Magnetic" or "Non-magnetic."

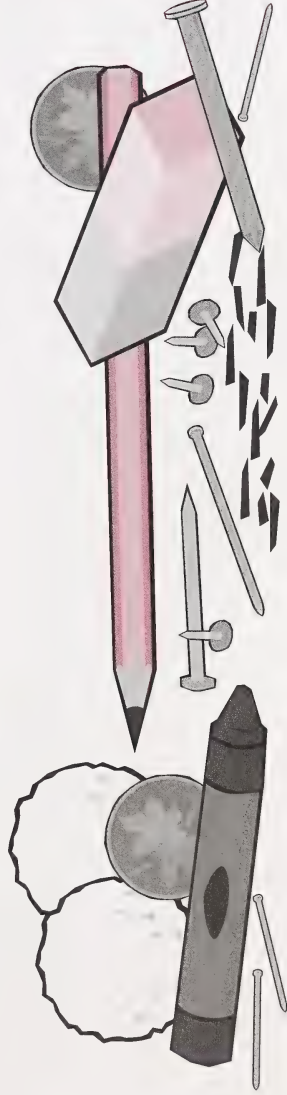
Object	Magnetic	Non-magnetic
A		
B		
C		
D		
E		
F		
G		
H		

Use the chart to answer the following.

Why was your magnet attracted to some objects and not others?

What does that tell you the magnetic objects are made of?

What else does this experiment tell you about the magnetic objects?



Have the student remove the paper from each object to check which are magnetic.

Then have the student answer the questions on the lines. The answers are as follows: Some objects are magnetic and others are non-magnetic; The magnetic objects are made of metal; Magnetic objects are made of iron or steel.



Did you get the answers correct?
Good for you. You know about
magnetic objects!

Looking Back

Do you think it would be interesting to have
a frog for a pet? Why or why not?

Do you have anything you would like to ask
or tell about today's activities?

What was the most interesting thing you
learned today?

When you are finished "Looking
Back," turn to Assignment
Booklet 1B and complete Day
13: Learning Log. Have the
student include his or her
comments.

Story Time

Find a favourite spot, relax, and enjoy the story!

Sharing Time

Choose something you did today to share with a friend or family member.

You may like to give your presentation about frogs and toads.
Use your Venn diagram to help you.

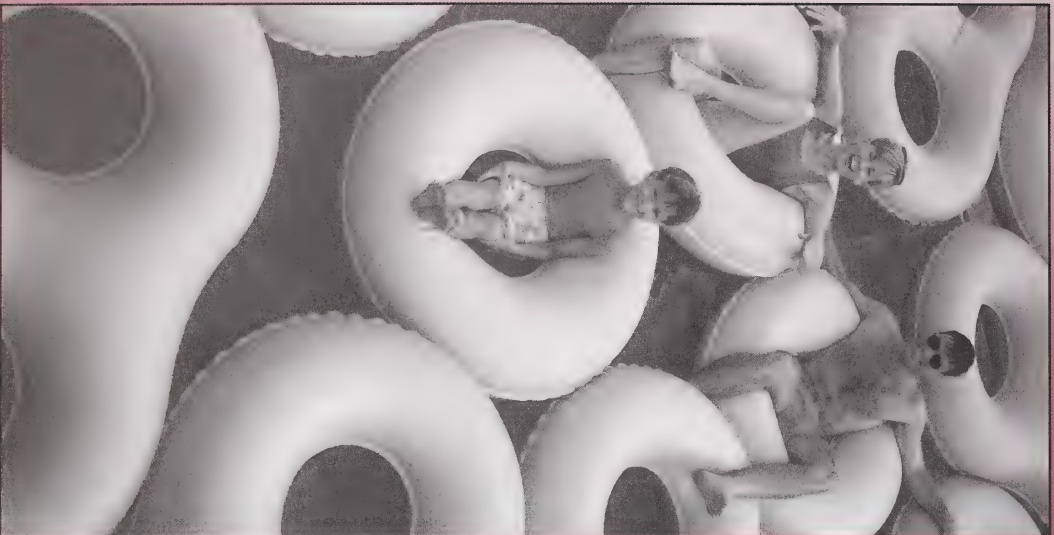
Day 14: My Community Meets My Needs

You're going to talk about how your community helps you meet your needs.

There are many ways it does that.

Can you think of any right now?

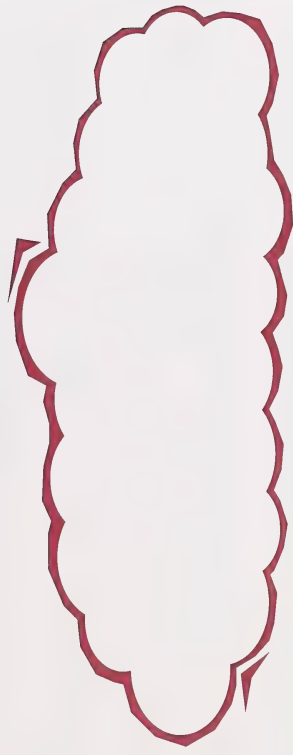
Circle  **Yes** or  **No** .



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss the current weather with the student.

Have the student print the answers on the lines. Review the four seasons with the student.

Talk about the fall season and the changes that occur, such as fewer daylight hours, cooler temperatures and more precipitation, animal activity (birds flying south), plant growth (flowers and vegetable gardens, leaves turning colour), and the kind of clothing worn at this time of year.

Can you list the four seasons of the year?

What is the season now?

Have you seen many changes already this fall? Talk with your home instructor about the signs of the season you have seen.





Work on Module 1: Day 14.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Then tape them on the Word Wall.

Reading

Have you ever had the hiccups?

Circle  **Yes** or  **No** . How did it feel? How did you get rid of them?

Read the following title and look at the pictures.

Refer to the Home Instructor's Guide for today's high-frequency words.

Have the student answer the questions orally. Hiccups are uncomfortable and not always easy to get rid of.

The Hiccups

Characters: Willy Weasel

Prickly Porcupine

Garter Snake

Black Bear

Otis Owl

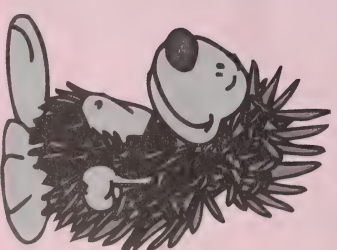
Clever Coyote



Willy Weasel: Hic! Oh Dear! I've got the Hiccups! Prickly Porcupine, do you know how to get rid of hiccups? Hic!

Prickly Porcupine: Try climbing a tree slowly. By the time you get to the top, they should be gone. It works for me.

(Willy Weasel climbs a tree.)

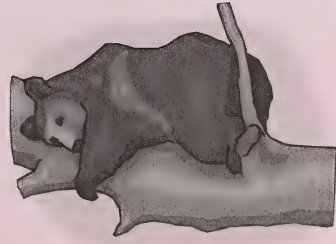


Willy Weasel: Hic! Oh Dear! It didn't work! Garter Snake, do you know how to get rid of hiccups? Hic!

Garter Snake: Try curling up in a ball.
It works for me.

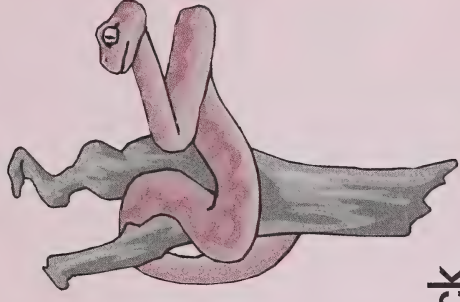
(Willy Weasel curls up in a ball.)

Willy Weasel: Hic! Oh Dear! It didn't work! Black Bear, do you know how to get rid of hiccups? Hic!



Black Bear: Close your eyes and hold your breath as long as you can. It works for me.

(Willy Weasel closes his eyes and holds his breath till he thinks he'll burst.)



Willy Weasel: Hic! Oh Dear! It didn't work! Otis Owl, do you know how to get rid of hiccups? Hic!

Otis Owl: Fill a glass with water and drink it all down. It works for me.



(Willy Weasel fills a glass to the top with water and drinks it down.)

Willy Weasel: Hic! Oh Dear! It didn't work! Clever Coyote, do you know how to get rid of the hiccups?

Clever Coyote: Funny you should ask. Yes, I do. Come closer and I'll tell you.

Willy Weasel: Hic! Is this close enough?

Clever Coyote: Do come closer and I'll whisper in your ear.

Willy Weasel: Hic! Is this close enough?

Clever Coyote: Yes, you're close enough for me to catch you and eat you!

Willy Weasel: Help! Help! Help!

Clever Coyote: Stop! Stop! I'm not going to really eat you. I just wanted to scare your hiccups away.



Willy Weasel: It worked! It worked! My hiccups are gone. Thank you, Clever Coyote.

Have the student answer the questions orally. Discuss how you can tell this is a play: the names of the characters are listed together in bold; there are stage directions and dialogue between the characters. Tell the student why certain words are in small print and brackets. The words in brackets give stage directions—they tell what the character is to do. The forest is probably the setting as animals are involved.

How can you tell this is a play?

What tells you that the text of “The Hiccups” will be different from that of a story?

Where do you think the setting is?

Read the list of characters aloud.

Read the first page of the play aloud.

Did you think Prickly Porcupine’s idea for getting rid of hiccups would work for Willy Weasel?

Circle  **Yes** or  **No** .

Discuss if climbing a tree slowly will get rid of hiccups.

Read the second page. Was your prediction correct?

Circle **Yes** or **No**.

What do you think could happen in the rest of the play? Read the play out loud to find out.

Why did Clever Coyote ask Willy Weasel to come closer?

Read the play again, this time silently.

Elicit the other characters will give Willy Weasel advice as to how to get rid of hiccups.



Elicit the coyote wants to scare the hiccups away.

Journal Time



Take out your journal. Turn to the Reading Response section.

To help you think about the play “The Hiccups,” use the following sentence starters. Copy the sentence starters into your journal and finish each sentence.

Remember to print the day’s date at the top of the page.

- I liked/didn’t like this play because . . .
- The words I liked best were . . .
- My favourite character was . . . because . . .

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in his or her journal.

More Characters

You too can be a **playwright**! Add two more characters to the play "The Hiccups."



Complete Day 14: Assignment 5 in your Assignment Booklet.

New Words

These words are from the play "The Hiccups."
Read them to your home instructor.

works

close

didn't

enough

who

your

Explain that a *playwright* is a person who writes plays.

Refer to the Home Instructor's Guide for more information about the assignment.

Remember, if you have a hard time saying a word, look at how it starts. Then try to sound it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look** – **say and cover** – **see** – **write** – **check** way of learning to spell these new words.



The answers are as follows:
didn't; your; close; who, works;
and enough.

Use your new words from the boxes to complete the following sentences.

1. I _____ know you were coming to the party. I'm glad you came.
2. How many times a week does _____ brother play hockey?
3. Marek always forgets to _____ the door.
4. _____ said, "It _____ for me"?

5. Sean ate too much candy. He said,

“That’s _____ for me.”

Print the answers to the following questions on the lines.

Rearrange the letters in **who** to make a new word. _____

What is the opposite of **close**?

The answer is **how**.

The answer is **open**.

Some answers are as follows:
did; you, our; work, or; and no.

Try to find a little word in each of the following words. Print it on the line. Can you find two little words in some?

didn't _____ your _____

works _____ enough _____



Take out five white index cards.

Print the five words on the white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

If there are any other words from the play "The Hiccups" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Break for lunch.



Both you and the student read silently for ten minutes.

Silent Reading

Enjoy your reading time.

Fun with Phonics

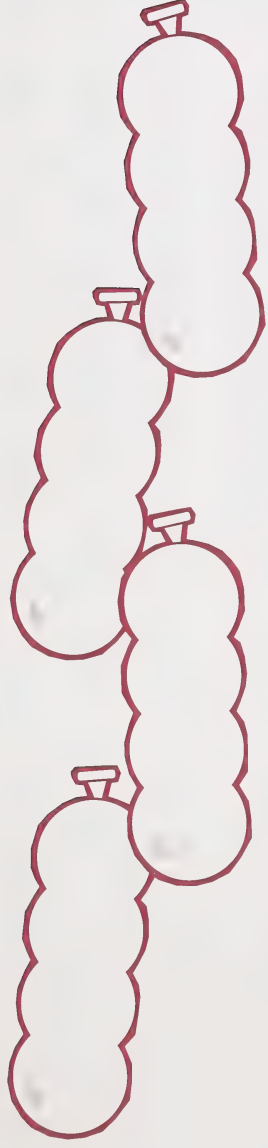
Read each word aloud. Circle the vowel in each word.

gull nut sum gum luck us

What is the vowel?
Print it in the balloon.



Think of four words that have the **short u** vowel sound. Print them in the balloons.



You will be working with more words that have the **short u** vowel sound.





Do pages 33 and 34.

Refer to the Home Instructor's Guide for more information.

Where Is Everything?

In the play “The Hiccups,” Willy Weasel turned to the other animals in his community when he needed help.

On Day 11, you learned how services and facilities meet different needs of people.

Have you thought about how your community meets your and your family’s needs? Circle  **Yes** or  **No** .

Review the services and facilities in the student’s community. Discuss the needs of the student and his or her family and whether they are met in the community.

Review the four basic needs. Discuss other needs the student and the community may have, such as health, recreational, educational, spiritual, and any others the student feels are important.

Where do you and your family go to have fun in your community?

Does your community meet your need to have fun or recreation?

Circle  **Yes** or  **No**.

What facilities in your community meet your health needs?

Have the student print the answer on the lines. Elicit recreational centre, the park, hockey/skating rink, movie theatre, playground, swimming pool, and so on.



Discuss whether the student's and his or her family's recreational needs are met in the community.

Have the student print the answer on the lines. Elicit hospital, clinic, doctor's or dentist's office, and so on.



Discuss whether the student's and his or her family's health needs are met in the community.



Have the student print the answer on the lines. Brainstorm with the student some of his or her needs, such as food, shelter, clothing, affection, recreational, health, educational, safety, spiritual, and any others the student feels are important.

Have the student answer the questions orally. Discuss whether all the student's needs are met in his or her community. Where are those needs met if not in the community? Have the student explain why he or she thinks the community is or isn't a good place to live.

Does your community meet your health needs? Circle  **Yes** or  **No**.

Think of your needs. What are they?

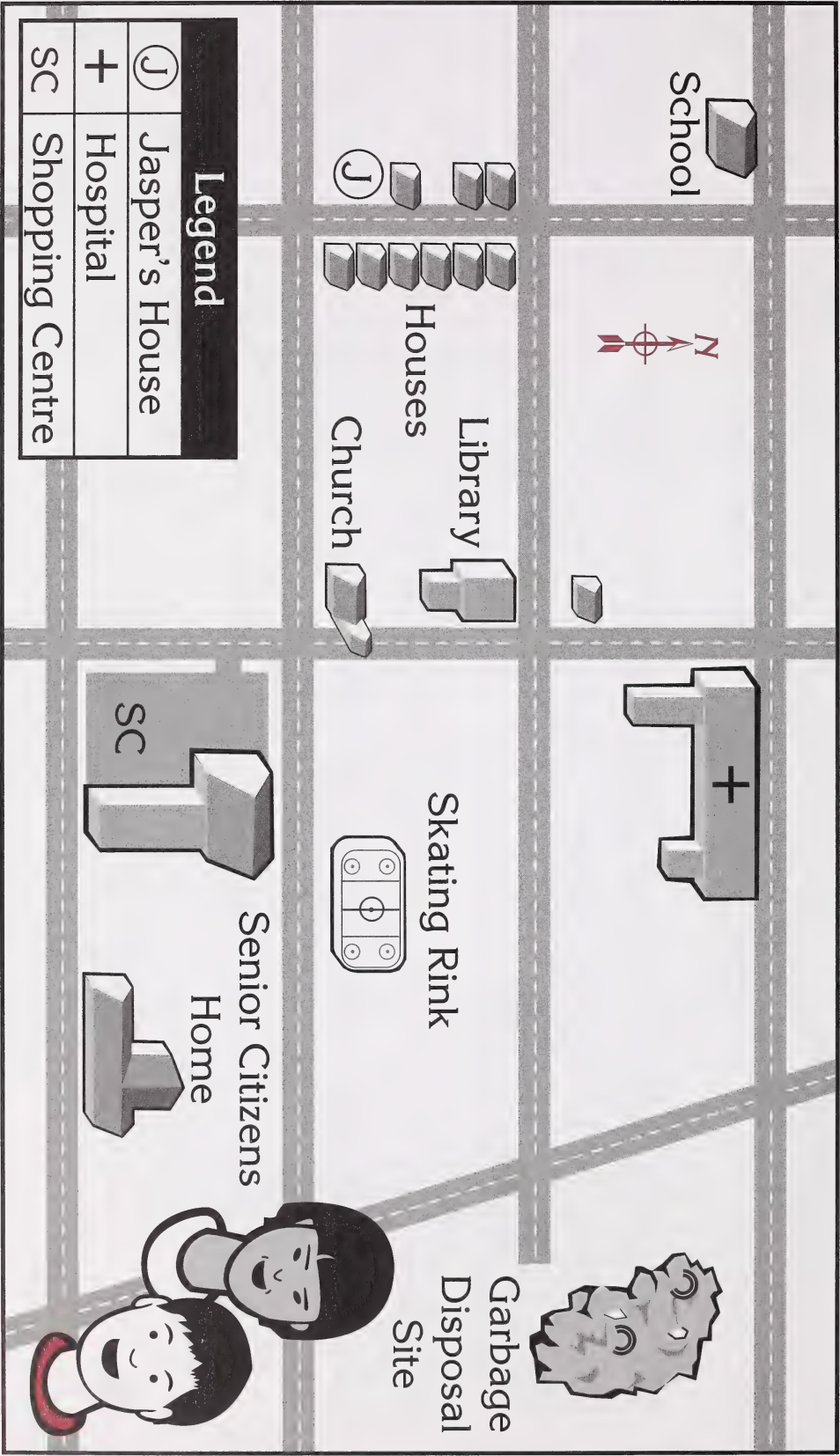
Look at the list of needs you just printed. Does your community meet all those needs? Circle  **Yes** or  **No**. Do you sometimes have to travel to another place to have your needs met?

Is your community a good place to live? Circle  **Yes** or  **No**.
Why or why not?

You know many of the services and facilities your community provides, but do you know where they are?

Circle  **Yes** or  **No**.

Look at the following map showing part of Elena and Jasper's community. It shows where certain services and facilities are.



Look at the legend at the bottom left-hand corner of the map. Why do you think it is there?



Find the  symbol on the map. Do you know what it stands for?

Think about your community and where the services and facilities are. Do you think you could draw a map of it?

Circle  **Yes** or  **No**.

You will be doing just that on Day 16!

Have the student answer the questions orally. Explain to the student that a legend helps a person read a map. It is a special code. Show how the symbols represent the places on the map. For example, the + means "Hospital." Have the student find the + symbol on the map. Explain that this is the hospital. Tell the student that sometimes it is simpler to put symbols in the legend that represent something than to have to write it out on the map.

Point out the compass symbol showing the directions on a map. Tell the student that north usually faces up on a map.

Refer to the Home Instructor's Guide for information about preparing for this activity.

The services are school, library, church, hospital, senior citizens home, shopping centre, skating rink, and garbage-disposal site.

On the lines, list all the services and facilities shown in the map.

Looking Back

Which of the animals in the play “The Hiccups” did you like the best? Why?

Do you have anything you would like to ask or tell about today's activities?

Story Time

Find a favourite spot, relax, and enjoy.

Sharing Time

Choose something you did today to share with a friend or family member.

You may like to read the play "The Hiccups."
Change your voice for each character.

When you finish "Looking Back," turn to Assignment Booklet 1B and complete Day 14: Learning Log. Have the student include his or her comments.



Day 15: People in My Community

You're going to read a fun poem about the kinds of people you might find in a community.

You're going to talk about the people in your community that keep you safe.

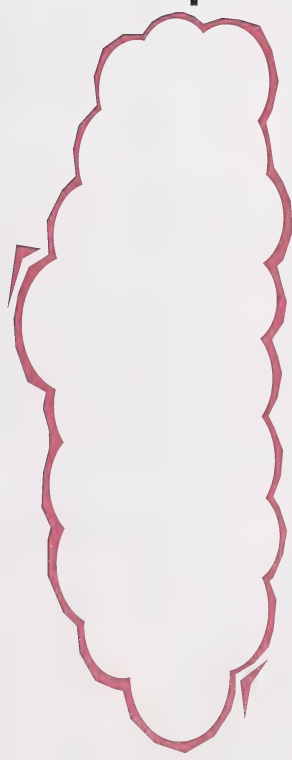
You might get a visit from a safety worker. You may even be able to visit one!



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today and tomorrow?

Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. It can be about school or about something that you did with your friends and family.

Remember to print today's date at the top of the page.



Work on Module 1: Day 15.

Music and Movement



Sing and move to the song "Side by Side."

Listen to the song "The Freeze." Move to the beat in the song and stop, or **freeze**, when the music stops.



Review: Play the song "Side by Side" from the *Ideas That Sing!* Volume 1 CD. Sing along with the student while moving rhythmically to the song. Turn back to Day 11 for the words.

Play the song "The Freeze" from the *Music and Movement in the Classroom* CD #1. There are six sections in the song. At the end of each section the music stops, or "freezes." Lead the student in a different movement in each section following the beat.

Play "The Freeze" again, leading the student with a beat movement. Then change roles—have the student lead the beat movement and you follow his or her lead. Explain to the student to change beat movements with every new section.

Reading

Your home instructor is going to read a poem out loud to you. It is called "Sing a Song of People."

What do you think this poem will be about?

Close your eyes and listen as your home instructor reads "Sing a Song of People" by Lois Lenski.

Have the student answer the question orally. Elicit the poem is about people.

Tell the student to close his or her eyes and try to picture images as you read the poem.

Sing a Song of People

Sing a song of people
Walking fast or slow;
People in the city,
Up and down they go.



People on the sidewalk,
People on the bus;
People passing, passing,
In back and front of us.



People on the subway
Underneath the ground;
People riding taxis
Round and round and round.

People with their hats on,
Going in the doors;
People with umbrellas
When it rains and pours.



People in tall buildings
And in stores below;
Riding in elevators
Up and down they go.

People walking singly,
People in a crowd;
People saying nothing,
People talking loud.

People smiling, laughing,
Grumpy people too;
People who just hurry
And never look at you!

Sing a song of people
Who like to come and go;
Sing of city people
You see but never know!

Have the student respond to the poem by answering the questions orally.

What kind of pictures did you see in your mind while the poem was read to you?

Look at the pictures beside the poem. Are they like the pictures you had in your mind?

Was your prediction about the poem correct?

What was your favourite part?

What words did you like?

Which illustrations do you like best?

Follow the words as your home instructor reads the poem to you again.

Now read the poem aloud to your home instructor.

Can you think of a day you had that was really great? Close your eyes and try to remember such a day. In your mind, see all the people and events of the day.

Who were some of the people that helped make it great? What were some of the things that happened to make it great? Share everything about that day with your home instructor.

Read the poem again, this time with the student following the text as you read. Then have the student read the poem aloud.

Have the student recall a great day and tell you all about it.

Brainstorm with the student ideas about making a great day. See the example in the Home Instructor's Guide.

On the following chart, print the people who make a great day. Think of things that can help make it great, too.

A Great Day

People	Things

Brainstorm about the people the student encounters in a day and discuss why they are important to the student. Have the student answer the questions orally.

Think of people in your community you might meet in a day. Why are they important to you?





Take out the book *In My World*.

Turn to the Contents page.

On what page will you find the story

“People Make My Day”?

Turn to page 25 now.

Print the name of the author of “People Make My Day.”

Have the student print the answers to the questions on the lines.

The author is Iris Zammit.

The illustrator is **Dorris Barrette**.

The title means people help make a person's day a good one. Have the student answer all the questions orally.

Elicit crossing guard, principal, teacher, lunchroom teacher, grocery-store owner, chess player.

Print the name of the illustrator of "People Make My Day."

What do you think the title means?

On Day 5, you learned about the many different kinds of occupations of people in a community.

Look at each page of the story "People Make My Day." Look at the pictures of the adults the girl sees. Look for the words in the text that tell what these people's occupations are. What does each person do?

The text doesn't say what the adult on page 25 does for a living. Can you guess by the clothes he is wearing what he might do? Why do you think that?

Read page 25 out loud.

Who is the girl waving goodbye to?

Which word describes the people in the girl's day?

Read pages 26 and 27.

The person on page 25 might be a dentist or doctor because of the style and colour of his top. Or, maybe he is a stay-at-home dad and his top is a sweater.

She is waving to an adult, perhaps her dad.

The people in the girl's day may be described as *special*.

As you read the story with the student, question him or her on vocabulary and concepts that are new. Encourage the student to try to read the character's names and to identify them by name.



The answers are as follows:
Jenny Low; the principal says
her name; Sunshine; the
crossing guard.

Elicit the principal is always at
school.

Jenny enjoys Mr. Lee's stories.

Elicit the answer yes, because
he is always singing.



What is the name of the girl in the story?
How do you know that?

What is another name the girl is called?
Who calls her that?

Why does Jenny think the principal sleeps
at school?

Read pages 28 and 29.

Why does Mr. Lee call Jenny a super
listener?

Is Mr. Benson usually happy? How do you
know?

Read the rest of the story.

Why does Jenny stop at the corner store everyday?

Do you think Mrs. Pappas likes Jenny? Why?

Jenny says Mr. Hendry is kind of old. What is another way of saying he is old?

Why does Jenny stay with Mr. Hendry after school?

Who does Jenny love best of all?

The answers are as follows: to pick up the newspaper; yes, she sometimes gives Jenny jelly beans; senior citizen; there is no one at her house to look after her; her family.

You just read about some of the people in Jenny's community. She thinks they are special.



Who are the people in your community that you think are special? Why?

Read the story again silently.

Have the student respond to the text by answering the questions orally.

Compare the people Jenny meets every day to the people you meet every day.

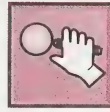
How does each person Jenny sees make her day special?

What do you think Jenny likes the best in school?

What do you like best?



Complete Day 15: Assignment 6 in your Assignment Booklet.



Enrichment (optional)

If you have time to do an extra activity, your home instructor will help you.

Refer to the Home Instructor's Guide for information about the Enrichment activity.

New Words

These words are from the story “People Make My Day.” Read them to your home instructor.

always

family

know

school

teacher

Remember, if you have a hard time saying a word, look at how it starts. Try to sound it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell these new words.

The answers are teacher, know, family, school, and always.

Use the new words from the boxes to complete the following sentences.

1. My home instructor is my _____.
2. I _____ many people in my community.
3. My _____ is very special to me.
4. I learn many new things in _____.
5. I love birds. They are _____ singing.

The words are **no** and **never**.

Print the answers to the following.

1. How can you spell another word that sounds like **know**? _____

2. The opposite of **always** is _____.

3. Find a little word in each of these words and print it on the line.

teacher _____

family _____

The answers are as follows:
teach, each, her, or tea in
teacher; am in family.

4. Take two letters out of **school** to make a new word that means "not warm."
-



Take out five white index cards.

Print the five words on the white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

Break for lunch.



The answer is cool.

If there are any other words from the story "People Make My Day" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Both you and the student read silently for ten minutes.

Silent Reading

Enjoy your reading time.

Fun with Phonics

These words are from the story "People Make My Day." Read them aloud.

pick up it and is all

hungry apple sing lunch kids but

With a green crayon, circle the words that have the **short a** vowel sound.

Put a purple square around the words that have the **short i** vowel sound.

Put a blue triangle around the words that have the **short u** vowel sound.

You will be working with words that have the **short a, i, and u** vowel sounds.



Do pages 35 and 36.

The words with short a vowel sound are *and*, *all*, and *apple*.
The words with short i vowel sound are *pick*, *is*, *it*, *kids*, and *sing*. The words with short u vowel sound are *up*, *hungry*, *lunch*, and *but*.



Refer to the Home Instructor's Guide for information about this activity.

Safety Helpers

Elicit Jenny's mother knew Jenny would be safe with Mr. Hendry. Jenny feels safe with him and the other people because she knows them well and knows they want to keep her safe and protected. Have the student answer the questions orally.

In the story "People Make My Day," Jenny stayed with Mr. Hendry until her mother came for her. Why do you think Jenny's mother trusted her with Mr. Hendry?

Do you think Jenny felt safe with all the other people in the story?

Circle  **Yes** or  **No** . Why or why not?

Jenny knows the people in her community. She knows they want her to feel safe, protected, and happy. Jenny feels safe with them.

There are other people in a community who help you to be safe. Can you think of them?

List some safety helpers that you know.

Brainstorm a list of people who help the student to be safe. These could include helpers, such as police officers, ambulance attendants, nurses, teachers, lifeguards, Block Parents, neighbours, babysitters, parents, school safety patrols, firefighters, coaches, ski patrols, and so on.

Refer to the Home Instructor's Guide for more information. Arrange to have a safety helper come to you and discuss the type of work he or she does. Or, arrange a field trip to visit a facility where the safety helper works, such as a fire hall, a police station, a swimming pool, and so on.

Before you take the student on the field trip, think of several questions together to ask the person involved with safety. Have the student think of things he or she would like to have answered. Questions might include the following:

- How do you keep the community safe?
- What can I do to protect myself from danger?
- Do you like your job?
- Do you like helping people in the community?
- What kind of training is required for your job?

Remind the student to listen closely, to pay attention, not to interrupt the speaker, and to behave courteously toward him or her.

You will have the chance to talk to a safety helper in your community. Pay close attention to him or her and listen carefully. Later, you will make a poster of that person working in his or her occupation.



Take out a piece of lined paper.

Think of some questions you would like to ask the safety person. Write them down on a piece of paper and ask the safety person the questions after he or she finishes speaking.

Be sure to thank the person for speaking with you.



Take out poster paper.

After you hear the person speak about safety, make a poster showing the helper doing his or her job. Print the person's occupation on the bottom of the poster and list two ways he or she helps keep the community safe.

Display the poster on a wall where you would like your family to see it.

On the Job

You talked about people and different kinds of occupations today.

After the field trip or safety helper visit, have the student make a poster showing the helper doing his or her job. The student prints on the paper ways that person helps make the community safe.

Refer to the Home Instructor's Guide for further information about this art activity.

Refer to the Home Instructor's Guide for further information about the art activity.

Discuss what the student would like to do when he or she grows up, and why. Talk about the occupation and what it entails (special clothing, office or outdoor work, tools and equipment of the trade, and so on).

Have you ever thought about what kind of occupation you would like to have when you grow up? Circle **Yes** or **No**. Think about the type of work that interests you.

Talk about the occupation. What kind of clothes would you wear on the job? Where would you work? Are there any special tools or equipment you need for the job?



Take out your paints and special paper for painting.

Paint a portrait of yourself as a grown-up in the occupation you chose. Write a sentence with the name of the occupation on the paper like the example.

When I grow up,
I want to be



a police officer.

Looking Back

What was the most interesting thing you did today? Why?

What did you learn today that was new?

Story Time

Find a favourite spot, relax, and enjoy the story!

Sharing Time

Choose something you did today to share with a friend or family member.

Turn to Assignment Booklet 1B and complete Day 15: Learning Log. Have the student include his or her comments.

You could tell someone about the safety helper and your visit with him or her. You might like to talk about your chosen occupation or show your poster or your self-portrait.



Day 16: This Is My Community

You get to make a map of your community today.

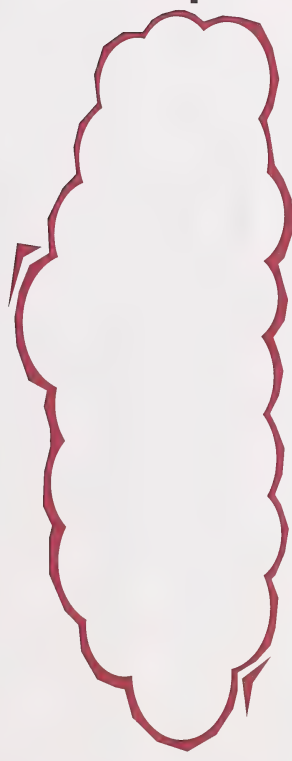
You also get to fill in a crossword puzzle.



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today and tomorrow?

Discuss today's forecast with the student.



Discuss the current weather with the student.

Refer to the Home Instructor's Guide for today's high-frequency words.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 1: Day 16.

Words I Use Often

Look at the two words on coloured index cards. Say them out loud and practise them. Tape them on the Word Wall.

Reading



Take out the book *In My World*.

Turn to the story "People Make My Day."

Read the story out loud.

Words, Words, Words

Read the following lists of new words from the book *In My World*. Read each word out loud to your home instructor.

Ensure the student is able to read each word correctly.

Have the student count the letters and look at the endings of the words in preparation for the crossword puzzle. The student sorts the words from longest to shortest and prints them on the lines.

against	begin	any	leaves	always
doesn't	full	maybe	know	family
give	him	own	surprises	school
hundred	new	place	tomorrow	teacher
instead	must	special		

Count the number of letters in each word.
Print the correct word or words on the lines.

Print the word with **nine** letters.

Print the word with **eight** letters.

Print the words with **seven** letters.

Print the words with **six** letters.

Print the words with **five** letters.

Print the words with **four** letters.

Print the words with **three** letters.

Print the words that end in the **letter e**.

Print the words that end in the **letter l**.

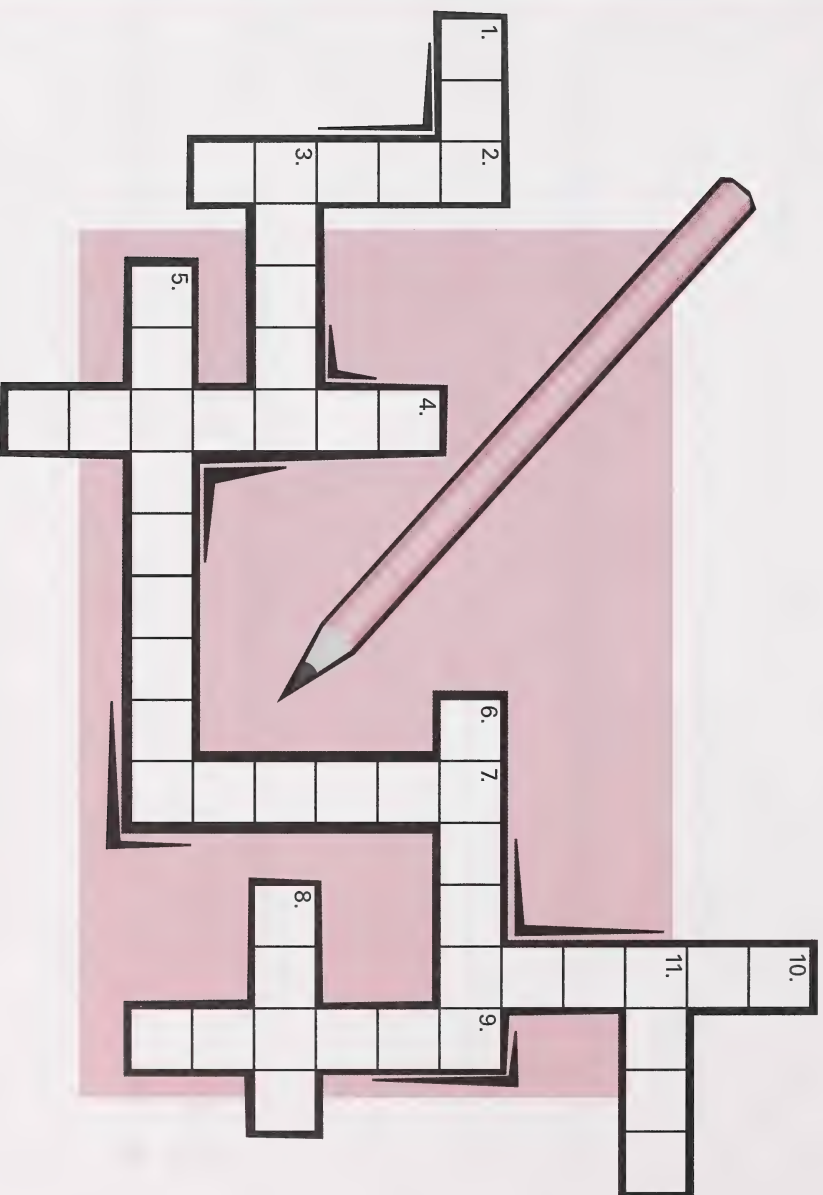
Print the words that end in the **letter t**.

On the following page is a **crossword puzzle**. Use the list of words you just studied to complete the sentences following the puzzle. Print the word on the line and then in the correct place in the crossword puzzle.

Show how the words fit into the puzzle. Explain the numbering of lines and why the words sometimes go down and sometimes across. Ensure the student understands how the numbering, spacing, and interlocking of letters works in a *crossword puzzle*. See the Home Instructor's Guide for the answers.



Your home instructor will help you get started.



DOWN

Have the student read each sentence, chose the correct word, and print it on the line and then in the crossword puzzle.

2. _____ I like my new
babysitter!
4. Mabel kissed her cat one
_____ times.
7. Frog raked up Toad's
_____.
9. Jenny liked her teacher at
_____.
10. The members of your
_____ are special.

ACROSS

1. Be careful washing the dog so you don't hurt
_____.
3. It's time to _____ reading.
5. Do you like _____?
6. Jason is _____ late for school.
8. I don't _____ what time it is.
11. Frog said, "How surprised Toad _____ be."



Enrichment (optional)

Now you may do an extra activity with your home instructor.

Fun with Phonics

Read these lines from the story "People Make My Day" aloud.

It would be neat to stop the traffic.
I'd be hungry lots of days!

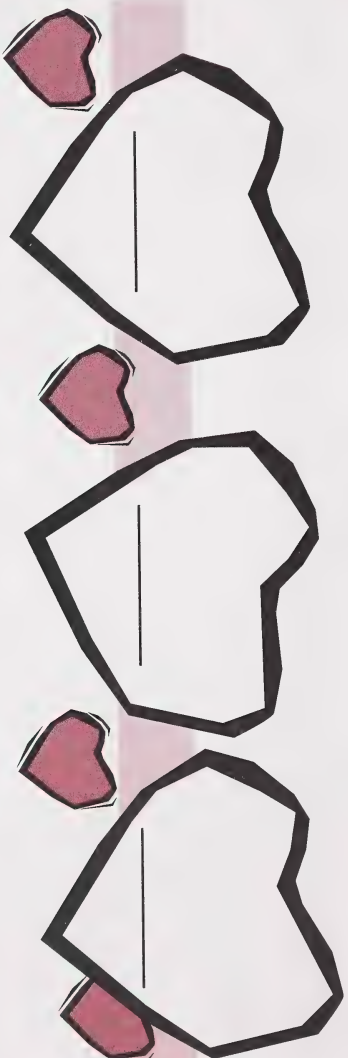
What vowel is in the underlined words? _____
Circle the **short o** vowel in each word.

Have the student print the vowel that is in every word (o) on the line. Tell him or her that the words have the "short o" sound.

Have the student think of three words that have a “short o” sound, such as *pop*, *top*, *hop*, *rock*, *sock*, *mop*.

Refer to the Home Instructor’s Guide for more information about this activity.

Think of some other words that have a **short o** sound. Print them in the hearts.



You will be working with more words that have the **short o** in them.



Do pages 37 and 38.

Break for lunch.



Silent Reading

Both you and the student read silently for ten minutes.

Enjoy your reading time.

Spelling

Refer to the Home Instructor's Guide for more information.

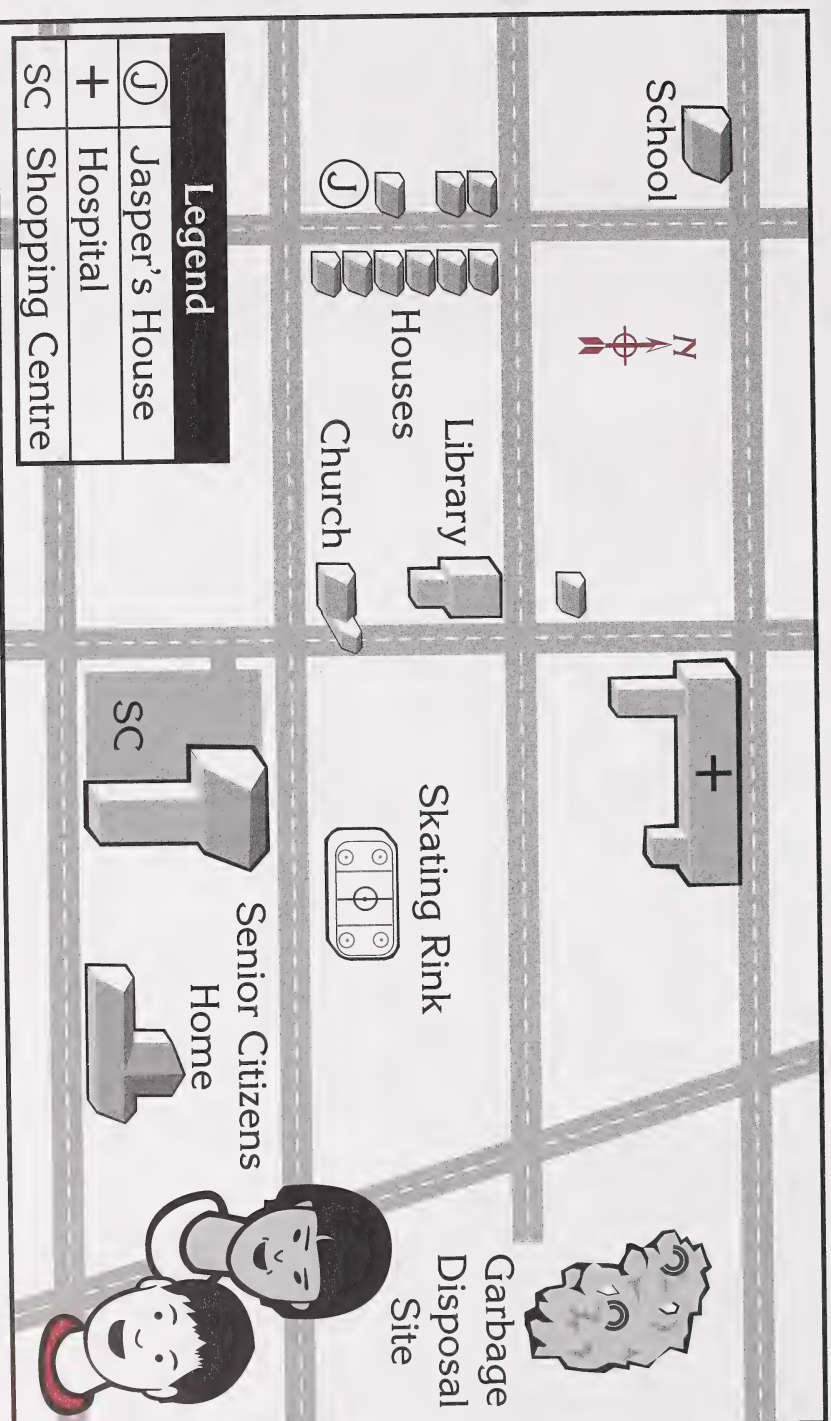
It's time for your spelling test.



Go to the Spelling Post-test for Day 16 in your Assignment Booklet.

A Map of My Community

Look at Elena and Jasper's map of part of their community.



Ensure the student follows the directions and makes the correct indications on the map.

Read the following sentences and follow the directions.

Elena lives **north** of the library. Find her house on the map and draw a **green circle** around it.

Draw a **blue line** showing the route Jasper can take from his house to the shopping centre.

The map shows where garbage is taken for disposal. Find that place and draw a red circle around it.

Have the student print the answer on the lines. Elicit it is far from the town so the garbage and smell aren't too close to where people live and work.

Elena's aunt can help children in any of the following places: library, school, skating rink, hospital. She can read to children, help with work in school (at the computer, recess supervision, with reading, with assignments), help coach or supervise at the skating rink, or read to and visit children in the hospital. Have the student print the answers on the lines.

Why is the garbage-disposal site located there?

Elena's aunt likes to work with children. Find a place in the community where she can help children, and draw a **purple circle** around it.

What could Elena's aunt do to help children in that place?

On Day 14 you thought about services in your own community.

Did you explore your community or make a sketch of it? Circle  **Yes** or  **No**.

Now you will try to draw a map of your own community showing the services and facilities in it.

Refer to the Home Instructor's Guide for information about this activity.

Making a map involves a lot of planning. The student may have to make several attempts laying out the streets and formalizing a plan. Encourage the student in his or her attempts at map making.

The student may use symbols or letters to represent a building (S for school, H for hospital, or + for a hospital or clinic, and so on) and include the coding explanation in the legend. Ensure the student includes north by the symbol (N) or a compass as in the map on Day 14.

Ensure that the student's name and MID16 is on the back before it is put in the student folder.



Take out a sheet of unlined paper.

On the sheet of paper, draw a map of your community. Show at least four of the facilities and services that are important to your community and label them with symbols or letters.

Don't forget to include a legend to explain what the buildings are. Look at Elena and Jasper's map to help you draw your own. Colour some of the facilities on your map when you are done.



You will send your map to the teacher on Day 18.



Complete Day 16: Assignment 7 in your Assignment Booklet.

Looking Back

Did you enjoy drawing the map of your community? Why or why not?

Was it easy or hard filling in the crossword puzzle? Why?

What was your favourite part of the day? Why?

Story Time

Find a favourite spot, relax, and enjoy.

Module 1B: My World

Sharing Time

Choose something you did today to share with a friend or family member.

You could show someone your crossword puzzle.

With a friend or family member, you could make your own crossword puzzle with the spelling list words.

You could show the map you drew of your community and discuss the services in it. Tell why they are important.

Day 17: Good Neighbours

Today you will read about a little girl's grandmother who lives by the sea.

You will meet the grandmother's neighbours.

Do you know your neighbours?

Circle  **Yes** or  **No**.

You get to write about and draw one of them.

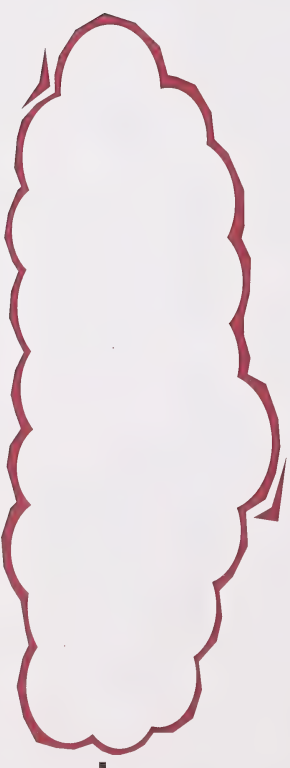


Calendar Time

Look at your calendar. What is today's date?

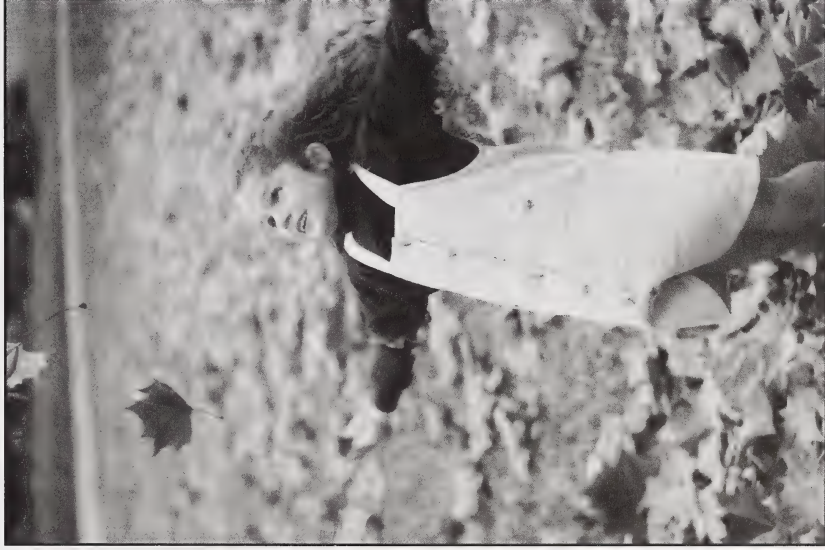
Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

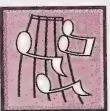


Discuss the current weather with the student.



Work on Module 1: Day 17.

Music and Movement

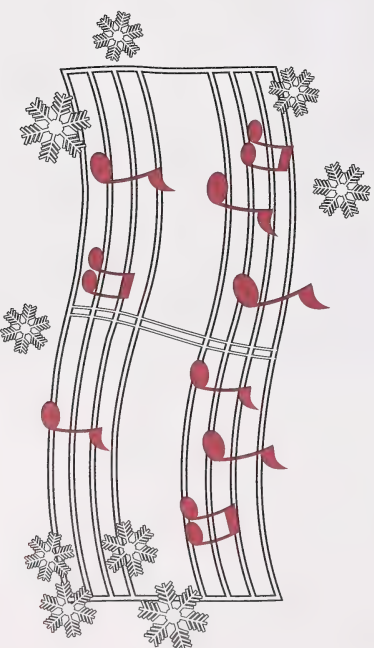


Take out your *Music and Movement* in the Classroom CD #1.

Play the song “The Freeze” from *Music and Movement* in the Classroom CD #1. Take turns with the student in leading different movements in each section, following the beat.

It’s time to listen, move, and **freeze** to the music!

Listen to the song “The Freeze.” This time, take turns with your home instructor leading the movements.



Reading

Explain to the student that neighbourhood and community mean about the same thing. Tell the student it is referred to as a community in this program; sometimes it's called a neighbourhood.

You met some of the people in Jenny's community. Today you will meet people in a different community. It is quite different from Jenny's community and probably different from your community.

Today you will read about the community of Julia Carter's grandmother. Julia Carter is the author of the story *Grandma's Neighbourhood*.



Take out the book *Grandma's Neighbourhood*.

Have the student answer the questions orally. Grandma's community is by the ocean or sea. Have the student talk about his or her experiences in a place by a large body of water. Lead the student to conclude the setting is tropical by looking at the plants (palm trees) and animals (monkey) shown in the pictures.

Look at the cover of the book *Grandma's Neighbourhood*. Flip through the book and look at the pictures.

Where is the setting of Grandma's community?

Have you ever been in a place like Grandma's? When?

Talk about interesting things you saw in the pictures.



Turn to the first page of the book.

Print your answers to the following questions.

Who is the author?

Who is the illustrator?

Read pages 2 and 3 out loud.

What do you think the author means by “the ocean dancing with the rocks”?

The author is Julia Carter.

The illustrator is Darrell McCalla.

Have the student answer all the question orally. The waves swirl and crash onto the rocks, which makes it look like the ocean is dancing.





Continue with the student responding orally to the questions.

It is too cold for monkeys and mongooses to live outside in Canada.

Grandma must live somewhere hot.

Watermelon grows in hot climates.

Turn to pages 4 and 5. Read them aloud.

Can monkeys and mongooses live outside where you live? Circle  **Yes** or  **No** .
Why or why not?

What does this tell you about where Grandma lives?

Read pages 6 and 7 out loud.

What else tells you Grandma lives in a hot climate?

Read pages 8, 9, 10, and 11.

Why do you think Mrs. B knows all the neighbourhood news?

Read to the end of the story.

Look at the picture on page 16. Grandma is looking out on her community. Why do you think she loves her neighbourhood?

Look at the picture of the author Julia Carter inside the back cover. Your home instructor will read the words to you.

Read the story again silently.

Mrs. B sits on her porch and sees all the people who go to the store. They probably talk to her and tell her all about the news.

Grandma loves her neighbourhood because of the people, the ocean, and the beautiful scenery.

Read and discuss the information about the author with your student.



The answers are a bakery, a store, and a car rental.

To prepare the student for the assignment in the Assignment Booklet, discuss the ways

Grandma's neighbourhood is the same and different from the student's. Use the characteristics of the location where the student lives to make the comparisons. For example, it is the same because they have the same services, such as a store or bakery. Many people make up the community: those who like to garden, those who like to watch other people, and those who work, and so on. It is different in the setting as it is by the ocean. It may be more spacious, different animals may live there, and so on.



There are three services named in the book *Grandma's Neighbourhood*. Go back to the book to find them. List them on the following lines.

1. _____
2. _____
3. _____



Complete Day 17: Assignment 8 in your Assignment Booklet.

Journal Time



Take out your journal. Turn to the Reading Response section.

Print today's date at the top of the page.

To help you think about the story *Grandma's Neighbourhood*, use the following sentence starters. Copy the sentence starters onto your journal page and finish each sentence.

- I liked/didn't like this story because . . .
- The part I liked/disliked most was . . . because . . .
- I liked the illustration on page ____ because . . .

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in his or her journal.

Discuss one of the student's neighbours. Have the student draw that person and then write a bit about him or her on the following lines.

My Neighbour

You saw pictures and read about some of Grandma's neighbours. Think about one of your neighbours. In the box, draw a picture of him or her. Then write a few sentences about that person on the following lines.



New Words

These words are from the book *Grandma's Neighbourhood*.
Read them to your home instructor.

Grandma

house

neighbourhood

their



Remember, if you have a hard time saying a word, look at how it starts. Try to sound it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words from the boxes and complete the following sentences.

1. "Welcome to the _____,"
Mr. Barnes said to the new people on the block. "I'm sure you will like your new

_____. "

The answers are neighbourhood, house, Grandma, and their.

2. Lucy loves her _____
very much.

3. Celia and Kit play on _____
violins everyday.

Print the answers to the following on the
lines.

What are the two little words in **grandma**?

The words are **grand** and **ma**.

Print another word that sounds just like

their? _____

The word is **there**.

Explain that *their* refers to something belonging to people and *there* refers to a place. Give examples of each (their house, their car; over there, there it is, and so on).

Another word is **neighbourhood**.

Accept any suitable answer. Sometimes home can be a house or apartment. Sometimes it could be a tree, a den, a nest, and so on.

What is the difference between **their** and **there**? _____

What is another word that means **community**? _____

Everyone has a home. Sometimes home can be a _____.



Take out four white index cards.

Print the four new words on the white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

Fun with Phonics

Read each word aloud. Circle the vowel in each word.

pot lock Bob fox

dog box sock

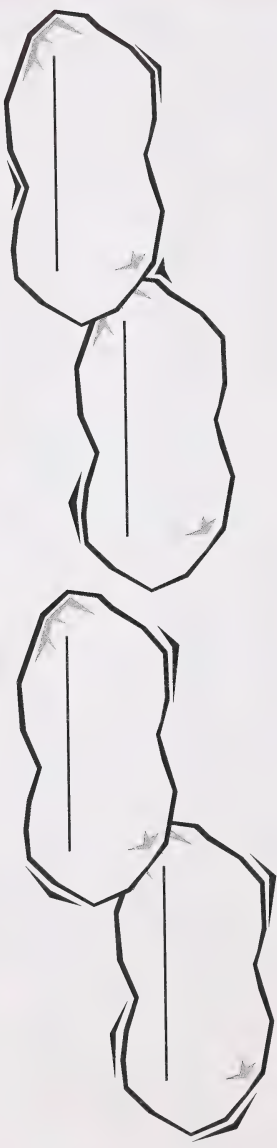
What is the vowel? Print it in the rock shape.



If there are any other words from the book *Grandma's Neighbourhood* that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Some examples are words such as: *rock, dock, pop, sob, and clock*.

Think of four words that have the **short o** vowel sound. Print them in the following rock shapes.



You will be working with words that have the **short o** in them.



Do pages 39 and 40.

Refer to the Home Instructor's Guide for more information about this activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Word Recognition Test



Turn to the Word Recognition Test in your Assignment Booklet.

The Strongest Magnet

Let's see how well you remember facts about magnets.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for instructions for this activity.

Have the student print the following answers on the lines.
 A magnet is a piece of metal that attracts iron and steel to it.
 A magnetic object is attracted by a magnet. Metal objects can be magnetic. No, not all metal objects are magnetic. The metal object must have iron or steel to be magnetic. Ensure the student uses correct terminology, such as *attracts*.



What is a magnet?

What is a magnetic object?

What are the only objects that can be magnetic?

Are all metal objects magnetic? _____

What must a metal object have to be magnetic?

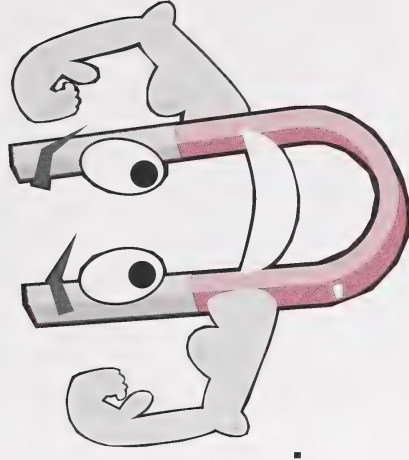
How did you do? If your answers were correct, you know your magnet facts!

Did you know that some magnets are stronger than other magnets? Circle **Yes** or **No**.

Just like people, some magnets are stronger than others. You will experiment with your magnets to find out which ones are the strongest and which are the weakest.



Take out your magnets.



Discuss the possibilities. The student should answer that he or she could experiment with each one to see which one picks up, or attracts, the most magnetic objects.

Provide the student with a large container of paper clips. Have the student choose three magnets (horseshoe, bar, ring, and so on), and then print their names on the lines.

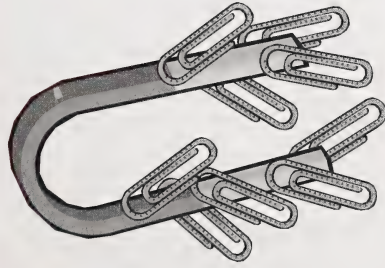
Have the student predict which of the magnets will pick up the largest amount of paper clips.

How do you think you could test your magnets to see which one is the strongest?

Choose three types of magnets for the experiment. Write the names of the magnets on the lines in the following chart. You will use paper clips to test their strength!

Which magnet do you predict will attract the most paper clips?

Begin your experiment. Take one magnet at a time and put it in the pile of paper clips. Take the magnet carefully off the pile and count each paper clip it attracted. Record the numbers on the chart.



Refer to the Home Instructor's Guide for more information.

Put the paper clips into a large pile. Have the student record the number of paper clips on the chart. See the example in the Home Instructor's Guide. Have the student test his or her prediction in several trials.


Name of Magnet	Number of Paper Clips

Have the student answer on the lines.

Which magnet attracted the most paper clips?

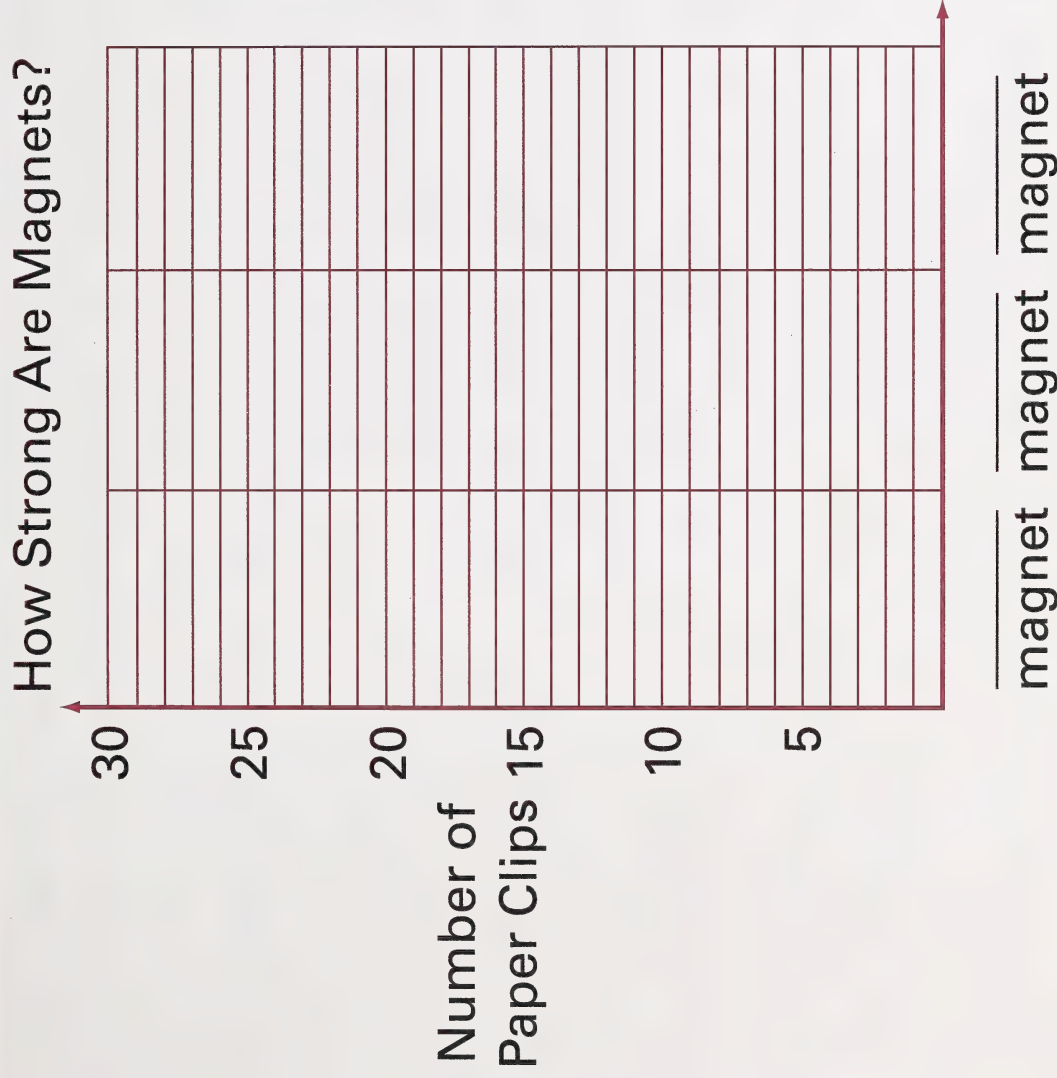
Which magnet attracted the least amount of paper clips?

Was your prediction correct?

Circle  **Yes** or  **No** .

Record the results of your experiment on the following graph.

Assist the student as needed to fill in the graph. Have the student fill in one box per paper clip. The numbers on the graph may need adjusting depending on the size of paper clips used.



List the names of the magnets in order from the strongest to the weakest on the lines.

Which magnet has the most magnetism?

How do you know that?

Have the student print the answers on the lines. The magnet that picked up the most paper clips has the most magnetism because it attracted the most objects. The magnet with the least amount of magnetism attracted the fewest amount of objects.

Which magnet has the least magnetism?

How do you know that?

Now you know that some magnets are stronger than others.

Looking Back

Did you enjoy doing the experiment with magnets? Why or why not?

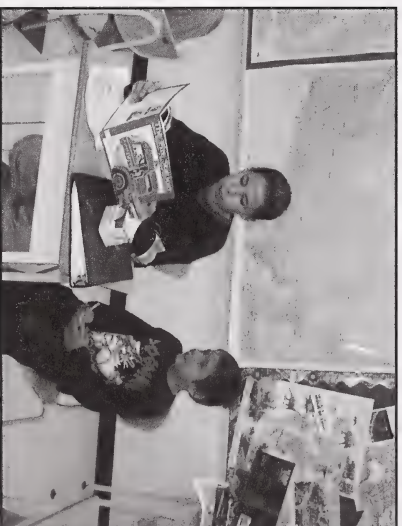
What was the most interesting thing you learned today?

When you finish “Looking Back,” turn to Assignment Booklet 1B and complete Day 17: Learning Log. Have the student include his or her comments.

How is the community in the book *Grandma’s Neighbourhood* like yours? How is it different from yours?

Story Time

Find a favourite spot, relax, and enjoy the story!



Sharing Time

Choose something you did today that you would like to share with a friend or family member.

You could tell how some magnets are stronger than other magnets. Show your experiment with the paper clips.

You could read the story *Grandma's Neighbourhood* to a friend or family member.

Day 18: I Stay Safe in My Community

Today, you get to make a booklet about your neighbours.

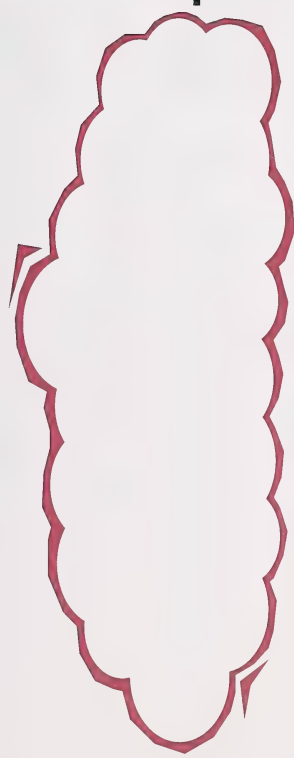
You will also learn ways to stay safe in your community.



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Discuss today's forecast with the student.

Discuss the current weather with the student.

Refer to the Home Instructor's Guide for information about the assignment.

The student will create a book along the lines of *Grandma's Neighbourhood*, using the word *community* in the title instead of *neighbourhood*.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Complete Day 18: Assignment 9 in your Assignment Booklet.



Work on Module 1: Day 18.

My Community



Take out the book *Grandma's Neighbourhood*.

On Day 17 you read about Grandma's neighbourhood. Today you will make a booklet to tell about your community and the people in it. Make your cover like Jasper's, but show the title with **your** name.



Read *Grandma's Neighbourhood* aloud.

Think about three people who live in your community you would like to write about. They can be individual people, a couple, or even a family.

Have the student use his or her own name for the title. For example, if the student's name is Sam, the title of the book will be *Sam's Community*.

Tell the student that he or she will draw and colour the pictures and cover after the writing is done.

Refer to the Home Instructor's Guide for information on how to assemble the booklet.

Discuss the people in the student's community he or she could write about.

Have the student follow the format of *Grandma's Neighbourhood*—the cover, the writing, and the pictures.

Discuss that *format* means the shape, size, and arrangement of a book.

Look at the **format** of *Grandma's Neighbourhood* or the way the book is written. Make your book the same way.

Begin by turning to page 1. Write your name as the author and illustrator.

On pages 2 and 3, write two sentences about your own home and what you can see from it.

On pages 4 and 5, write about animals and things that you see around your home.

On pages 6 through 11, write a sentence or two about three people in your community.

Tell the student to print the information about the people on the bottom part of the pages.

On page 12, write how much you like your community. If you like, you can write something about yourself on the inside cover just as Julia Carter did.

After you finish writing, go back and draw and colour the things and people you wrote about, just like in *Grandma's Neighbourhood*. Then draw and colour a picture on the cover.

When you have finished, read your story aloud.



Put your book in your folder to send to your teacher later today.

Refer to the Home Instructor's Guide for more information.



Reading



Take out the book *In My World*.

Turn to the inside back cover of the book.

Read the title aloud. Print it on the lines.

The title is "Things I Know
About Dogs."

Have the student answer the questions on the lines as follows: dogs; Barbara is the author; a grade two student. She is probably the illustrator as well because she signed her name at the bottom of the page and it looks like a student in grade two drew the pictures.

Look at the illustrations. What do you think
this piece of writing is about?

Who is the author?

Who do you think Barbara is?

It doesn't say on the page, but who do you think is the illustrator of the writing?

Why?

Read the page out loud to the student.

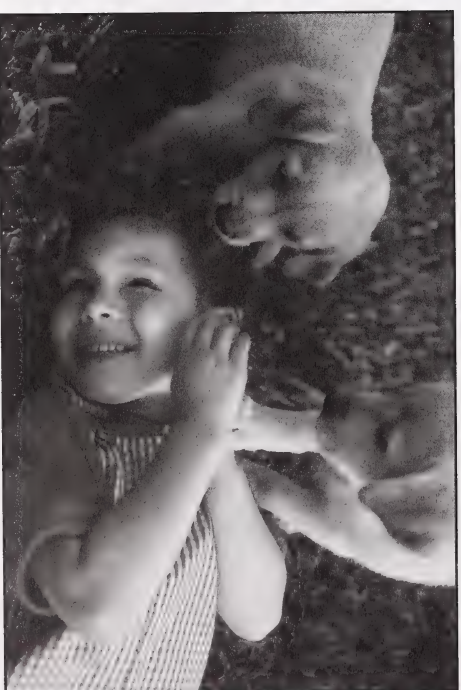
Have the student answer the questions orally. It is in the form of a list. In a list format, each sentence gives a new piece of information. Tell the student it is unlike a story or report format where there are paragraphs.

Discuss the kinds of information found about dogs, such as foods, activities, appearances, and what dogs like, and so on. Discuss everything the student knows about dogs. Have the student print that information in list form on the following lines.

Listen carefully as “Things I Know About Dogs” is being read for new information about dogs.

Look at the way Barbara wrote the report.
What does it look like to you?

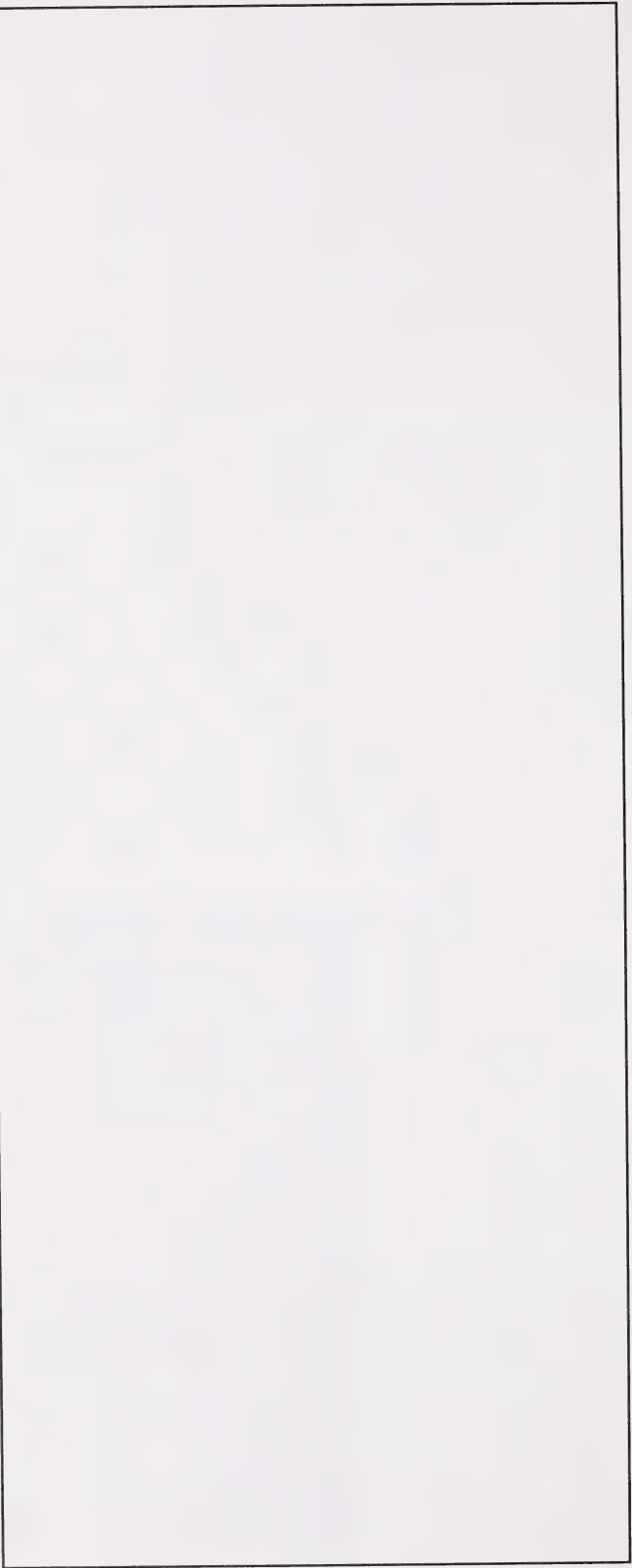
Yes, it looks like
a list. Each
sentence gives
you a new piece
of information
about dogs.



What are some of the things Barbara found out about dogs?

Discuss everything you know about dogs. Then print that information in a list format, just like Barbara did.

In the box, draw your dog, if you have one, or a dog you see in your community.



When you finish, read your list and Barbara's list to your home instructor.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics





Take out the fold-up book you made in Day 7.

Read it aloud.

Go through your phonics book. Find and read the poems.

Both you and the student read silently for ten minutes.

Review the concepts taught in this module. Go through the pages of the phonics book. Read the poems and recall the rules.

Do you remember all the rules that are given? Circle  **Yes** or  **No** .
Review them now.

Being Safe

You learned about safety helpers on Day 15.
There are many people in a community who help keep you safe.

Do you remember who some of them are?
Circle  **Yes** or  **No** .

Help the student recall safety helpers from Day 15.

Name five safety helpers.

1. _____
2. _____
3. _____
4. _____
5. _____

How do each of the five safety helpers help keep you safe?



Take out the book *In My World*.

Turn to the story "People Make My Day."
Look at the illustrations on each page of the story.

Have the student print five safety helpers on the following lines. For example, police officers, ambulance attendants, paramedics, nurses, teachers, lifeguards, Block Parents, neighbours, babysitters, parents, safety school patrols, firefighters, coaches, and ski patrols are some. Discuss how each keeps the student safe.

Have the student answer the question orally. Jenny is smiling and happy in each picture. You know she feels safe because she is comfortable in each situation.

Discuss ways of being safe with the student in different situations. Accept all answers the student gives. In the following situations, focus on the points described.

As you talk about the safety procedures, have the student demonstrate each one in a pantomime.

Refer to the Home Instructor's Guide for safety information about each situation.

Do you think Jenny feels safe in each of these places? Circle **Yes** or **No**. How do you know?



Turn to page 26. Jenny is safely crossing the street. Think of ways to cross a street and to walk along a street safely. Discuss them with your home instructor.

Turn to page 30. Jenny feels safe in the store. Discuss ways of being safe with strangers and other people in stores and other places.

Discuss other ways of being safe

- in a car
- in the water
- on a bicycle

Discuss fire safety.



Refer to the Home Instructor's Guide for information about this activity.



Take out a sheet of unlined paper.

On the top half of the page, under the heading **Being Safe**, draw yourself being safe in any of the situations you just discussed. On the bottom half of the page, under the heading **Being Unsafe**, draw yourself not being safe in the same situation.

Put your name on the page after you have finished drawing and colouring it. Place it back into your student folder.

Looking Back

You have now completed Module 1. What are some things you remember doing?

What new things have you learned to do?

What things have you liked the best?

Did you enjoy all the stories you read?
Which ones did you like the best? Why?

Story Time

Find a favourite spot, relax, and enjoy the story!

When you finish “Looking Back,” turn to Assignment Booklet 1B and complete Day 18: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member.

You could read the book you made about your community and show the pictures you drew as you read it.

You could tell someone how to be safe in the ways you learned today.

Module Summary

Beginning the Journey

Congratulations, you have made a great start on your journey through Grade Two Thematic by completing Module 1: My World.

Now you know how this course is organized. You have practised and learned new skills in reading and writing, speaking and listening, and viewing and representing.

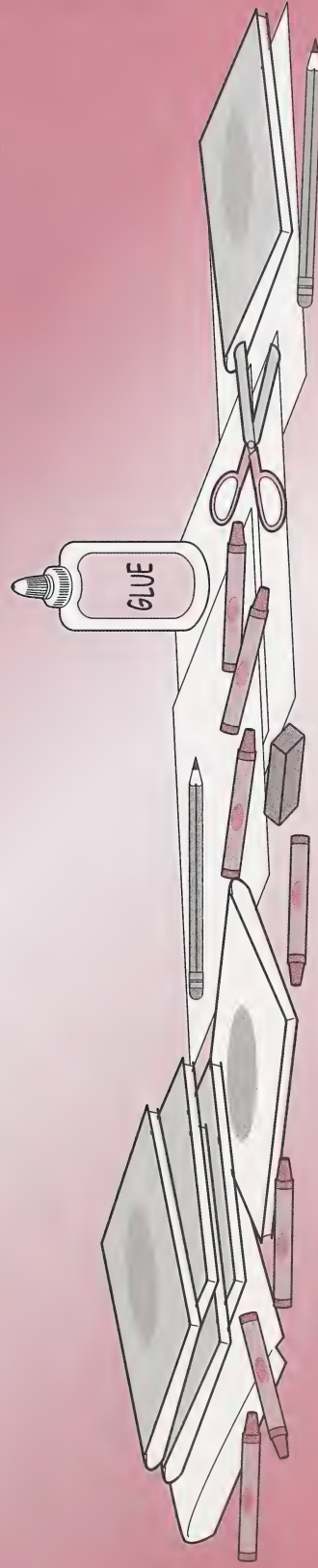


You explored your community to learn about the services it provides to meet your needs. You even discovered new things about magnets and staying safe.

All of these skills have set you on the right path for the coming modules. Good luck with the rest of the course.

Appendix

Image Credits Cut-out Learning Aids



Title Page

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Welcome Page

EyeWire Collection/Getty Images

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PhotoDisc Collection/Getty Images

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8	PhotoDisc Collection/Getty Images	96	PhotoDisc Collection/Getty Images
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40	© 2002–2003 www.clipart.com	156	left and middle: PhotoDisc Collection/Getty Images
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44	© 2002–2003 www.clipart.com	169	top: PhotoDisc Collection/Getty Images
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		241	DigitalVision/Getty Images

She's the principal.
She's always there when Jenny arrives.
She says, "Good Morning, Jenny Low."
She knows all the kids' names.
She owns the corner store.
She gives Jenny jelly-beans.

She knows Jenny likes red jelly-beans.
He's Jenny's next-door neighbour.
He's a champion chess player.
He's teaching Jenny how to play chess.
He's Jenny's teacher.
He always starts the day with a story.

He told Jenny she's
a super listener.

He's the lunchroom
teacher.

He always sings.

He shared his lunch
with Jenny when
she forgot hers.

